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TIES

February 1940

School Activities



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School Activities

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As the Editor Sees It

Straws in the football wind:

"Most college presidents haven't the nerve required . . . (to) drop football as an intercollegiate sport," states John R. Tunis in "What Shall We Do About Football?" *Esquire* for January, 1940. Perhaps not many of them have the necessary nerve, but at least thirteen of them have—thirteen colleges recently abolished football.

"Chicago Drops Football and Stays Honest" (December 28, 1939). Among other things a spokesman for the trustees of this institution said, "You can't play Big Ten football without being crooked as far as the league's rules are concerned, and they (trustees) did not want the University of Chicago to be crooked." Congratulations, Chicago!

"Vols Return with \$120,000 Check." Of course, too, undoubtedly the Vols also got a lot of "physical development and character training" out of the Tennessee-Southern California game, but they can't pay for athletic equipment with this. Pardon us, what was your remark about commercialism?

"Post-season bowl games serve no real educational purpose and stress the commercial aspects of the sport"—Report of a Committee of the College Physical Education Association, December 30, 1939.

Judging by this fall's newspaper and magazine articles, something is going to happen to intercollegiate football.

Judging by well-known facts and straws in the wind, something ought to happen to intercollegiate football.

Time to begin thinking about your graduation program. And time to remember that because of increased criticisms of the schools and less money for their support, a logical program based on education is needed now as never before.

According to a study made recently in a certain high school, the percentage of boy smokers in the various classes

were: freshman, 10; sophomore, 50; junior, 30; and senior, 40. With the girls the percentages were: 2, 10, 18, 22. The major influence behind the sophomore increase was, "My crowd smokes." Obviously, the place for an anti-smoking program is in the freshman year.

The elementary school "Spelling Champion" of a certain state misspelled (December, 1939) out of 200 words only the following: ophthalmia, psychosis, rarefy, cirrosis, cilia, chauvinism, loucher, laity, and vacillate. Do we discredit her for missing these words? We do not. Do we discredit the educational administration that promoted this sort of a stunt? We do.

And while we are on the contest-idea: you may have noted that Iowa has abolished music contests in favor of "Music Clinic Festivals." If you are interested, as you should be, get *The Clearing House* for December and read Robert White's article, which not only describes this type of event, but also presents very completely and effectively the arguments against the music contest.

Roger Babson recently stated that high school students know more about cheers than chores—and charged that the school system was primarily responsible for "at least 7,000,000 of the 10,000,000 unemployed." Rather big words, Mr. Babson, rather big words.

The auditorium is the most senselessly designed part of the average new school building—too large, stage opening too wide, stage too shallow, acoustics poor, and decoration tawdry. "The School Auditorium as a Theater," Government Printing Office, Washington, D. C. (price, ten cents) is a destructive and constructive study of school auditoriums in 21 states. We hope that it gets into the hands of school administrators, boards of education, building committees, and architects.

How Good Is Your Pupil Activity Program?

THE Co-operative Study of Secondary School Standards presents one means of answering the above question through the application of its Evaluative Criteria. This study has produced, after extensive research, direct application, and continued research, the most complete criteria for evaluating secondary schools available. These criteria embrace more than the extra-curricular activity program of a school. The curriculum, pupil activity program, library service, guidance service, instruction, outcomes, school staff, school plant, and the school administration may all be evaluated in terms of a school's philosophy and objectives.

In our judgment, the application of the entire Evaluative Criteria would be a worthwhile undertaking for any public or private secondary school. However, its use entails considerable time and effort on the part of the faculty and administration, as well as some local expense, under any program of application. Eleven schools applied the complete "Alpha" set of evaluations¹ in Oklahoma in 1939. Eighteen others plan to use the *Alpha* scale of evaluations this year. A number of the 868 accredited Oklahoma high schools, however, are using one area each year, rather than the entire series of evaluations. This is caused by the reasons suggested above.

When the entire Evaluative Criteria is applied in a secondary school, a visiting committee evaluates the school, spending two to five days in the process. The committee arrives after the local faculty has made its own thorough evaluation. This procedure would probably not be necessary or perhaps even possible when the school is applying a single section of the Criteria.

One area that is being used separately in Oklahoma is the pupil activities evaluation. It is in regard to this particular area that the author's remarks are chiefly concerned.

One of the principal difficulties in the application of this segregated portion of the Evaluative Criteria is the exclusion of other areas that bear directly or indirectly on the pupil activity program, such as guidance, administration, et cetera. In other words, the pupil activity program would be pictured apart from its setting. It may also be true that an evaluation of this area would be more subjective than other sections, such as the library. It is realized, too, that the pupil activity program and the curriculum would be hard to separate for evaluation purposes in some schools and that the variation in this respect differs widely among schools.

FRANK FULLER

High School Inspector, State Department of Public Instruction, Oklahoma City, Okla.

In spite of the above limitations, those who have applied this separate section are high in their praise of it. I suggest the following steps, if the pupil activity program evaluation is used separately:

First, that the faculty state its philosophy of secondary education. This philosophy could be more or less broken down by a detailed statement of objectives of the school.

Second, that the faculty study carefully the entire evaluation, filling in the check-lists and evaluations in light of the stated philosophy and objectives.

Third, that the students or student leaders fill in another set of the same check-lists and evaluations.

Fourth, that the two sets of evaluations which present the student and teacher points of view be compared.

Fifth, that a detailed report of the results of the evaluation be presented in faculty meeting.

Sixth, that a student-faculty committee work out ways and means of improving the pupil activity program as a result of the evaluation.

One of the most beneficial aspects in applying one section of the Evaluative Criteria is in the purpose of diagnosing and improving from within. Practically all persons connected with the schools participate—the faculty, administration, and the students. No penalties or embarrassments are forthcoming. The school's accrediting is not affected. The pupil activity area of the Evaluative Criteria applied separately may be a highly professional and self-stimulating endeavor.

Educational charts are available whereby schools may observe in graphic form the results of an evaluation. These charts show relative standing and comparisons with other schools of similar type, size, accreditation status, and regional location or with schools of all sizes and types in all parts of the country.² Thus, if a school desires, it may find its educational temperature. This is not necessary, however.

In the general evaluation of the pupil activity program, the following stimulating evaluation questions are raised:³

A. How well does the pupil activity pro-

gram accord with the philosophy and objectives of the school?

B. How well does the pupil activity program meet the needs of the pupil population and of the community?

C. To what extent is the school identifying problems in the pupil activity program and seeking their solution?

The above questions are based upon a detailed list of checklists and evaluations covering the following pupil activity divisions:¹

1. General nature and organization
2. Pupil participation in school and school government
3. Home rooms
4. The school assembly
5. School publications
6. Music activities
7. Dramatic and speech activities
8. Social life and activities
9. Physical activities for boys
10. Physical activities for girls
11. School clubs
12. Finances of pupil activities

Music activities, dramatics and speech activities, social life and activities, and physical activities for girls are included as separate sections for the first time in the 1940 Edition of the Evaluative Criteria.

Several stimulating questions are raised under "special characteristics of the pupil activity program of the school."

1. What are the best elements or characteristics of the pupil activity program?
2. In what respect is it least adequate or in greatest need of improvement?
3. In what respect has it been improved within the last two years?
4. What improvements are now being made or are definitely planned for the immediate future?
5. What carefully conducted studies has the school made of its own problems in this field within the last three years or is it now making?

Such thought provoking questions as the above, conscientiously answered by a secondary school faculty, would surely be good diagnostic procedure in building or improving the pupil activity program.

If the remarks made by the author do no more than arouse the curiosity of the reader to the extent that he will examine the Evaluative Criteria and analyze its content by sections or in its entirety, it is believed that not only the pupil activity program but the entire school wherein he is working may be benefited.

1 Evaluative Criteria, 1940 Edition, Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D.C.

2 Educational Temperatures: 1940 Edition, Cooperative Study of Secondary School Standards.

3 Evaluative Criteria, 1940 Edition, Cooperative Study of Secondary School Standards, Section E, p. 48.

4 Ibid, p. 37.

The French Club and the Community

VERA L. PEACOCK

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Carbondale, Illinois*

ANY club which a high school student joins eagerly and works in with enthusiasm must be a vital part of his life. Today we recognize more clearly than in the past the necessity of keeping the student's life close to the interests and developments of the community of which he is a part. Thus the club in which he works, while it seeks to broaden his experience and teach him new appreciations and techniques, must also relate itself practically and tangibly to his environment. The foreign language club sometimes neglects points of contact with the community which would richly reward cultivation.

In the first place the students will enjoy studying their own community from the point of view of its French cultural heritage, historical contacts, or present influences. Some localities will offer vast fields of investigation along these lines; others very limited ones. In the great Mississippi Valley, in large areas in the South, and others along the eastern part of the Canadian border, the history of French colonization, old houses built like those of France, customs handed down from French ancestors, quaint inscriptions in the old cemeteries provide fascinating material for any club. Many a farmer in Missouri and Illinois turns up an old French coin in his plowing and his son takes great pride in exhibiting it at school. Why should he not be encouraged to try to trace that coin's presence there? The same holds true for old French contracts found occasionally in attics and barns in these regions. Farther south some local food specialty turns out to be a French contribution. Why not investigate that and along with it learn something of French cooking? Such discoveries stimulate interest in students and often in the community itself, frequently indifferent to its foreign heritage.

Communities in regions unpenetrated by the early French colonists offer different but genuinely interesting problems. Students may enjoy finding and listing items of French manufacture sold in their town. They can note all the French trade-marks, names and slogans in local advertising, the French influence in the dress shops and in the grocery stores. They enjoy listing films in which French phrases or even bits of conversation occur, those starring French actors, or occasional ones produced abroad. One source of enjoyment to every member of the club will

(Continued on page 254)

Democracy and Extra-Curricular Activities

DEMOCRACY is commonly defined as that type or form of government in which the people governed have the authority to make and administer all rules of conduct pertaining to their economic, social, religious, and political relationships and welfare.

There are two types of democracy, pure democracy where the citizens participate personally in the creating and administering of their government, and representative democracy where authority for law-making and administration is delegated to occasionally renewed representatives. This is the type practiced in the United States and other countries where the democratic form of government is still in order.

Democracy involves such concepts as free speech, free press, freedom of religion, also universal suffrage and the right of universal education.

The school is an agency in the social order where it exists. One of the functions and perhaps the chief function of the school is to reinterpret, redefine and in the end perpetuate the present social order.¹

Most educators are agreed that one of the aims of education is to prepare children to become active members in that society where the school exists. One of the cardinal objectives of education as outlined by a special committee for the N.E.A. in 1918 is the teaching of citizenship.

"The main purpose of education," says Dr. McKown, "is to make good citizens."²

If we in America wish to perpetuate democracy as a social and political ideal, and surely we do, the time and need was never more acute than now for all educative agencies of our social order, the home, the church, the press, the theatre, the radio, and the school to reinterpret, to redefine, to re-emphasize and repopularize the theory and practical benefits of a democratic social order.

With German Bunds organized in America, pledging allegiance to Hitler and Naziism, with authors and students openly advocating, in the American press, Fascism, and with socialistic missionaries scattered all through our states, it is high time that Americans awake to their responsibility of discontinuing the passive method of teaching democracy and engage in actively inculcating the ideals, attitudes, and habits of a democratic order of society.

Germany, Russia, Italy, and Japan are all actively engaged in transmitting to their children their new or at least redefined ideals of government. All informative agencies are co-operating in the task of perpetuating their

T. R. SCHAFFLER

*Principal, Norman Junior High School,
Norman, Oklahoma*

types of social order. America, too, must use all its teaching agencies to continue the ideal of democracy as a vital force or the term will become a passing shibboleth, as it has in other parts of the world.

The school must take the leadership in this active training and the extra-curricular activities program offers the best avenue through which this desirable training can be realized.

Why wait until the youth becomes of legal age to begin this civic training? Civic, as well as religious and social training should begin soon after birth. "Childhood is not a vestibule through which we pass into adulthood; it is an intrinsic room in the mansion of life. It is a real period of life to be lived by itself," says Collings.³

We learn to do by doing, is still a good educational maxim. To become a good citizen, then, in his adult social order the child and adolescent must be allowed and even encouraged to actively participate in a society that closely resembles and approximates the society into which he emerges at maturity.

The extra-curricular activity program, because it is less formal, because it allows for more student initiative and self-direction, no doubt does more to train students for active life in a democracy than does the curricular program.

McKown lists as the most important objective of the extra-curricular program, "To prepare the student for active life in a democracy."⁴

The many phases of a well planned extra-curricular program in our schools can all be instrumental in preparing boys and girls toward this outcome. Intramural and interscholastic athletics, the assembly, the student council, the school paper, the various clubs, and the home room all offer splendid opportunity for this active training, but time nor space will not permit me to take up each and show how it does this. The remainder of this paper, therefore, will show how the home room as one phase of the extra-curricular program is quite influential in realizing this objective.

Dr. Fretwell in his book on extra-curricular activities says that the basis of pupil participation in government is the home room. "It is a very real question as to how long any form of government among adults, no matter

how wisely planned, can endure if half of the people accept their responsibility so lightly that they do not even cast their votes. It seems to have taken a freedom loving stock of colonists a century and a half to develop to the point where they could unite 'to form a more perfect union.' Pupils may study all the constitutions of pupil-teacher councils that have ever been written, but they have to work out and live in such a scheme in comparatively small groups before they have the ability to participate intelligently in larger groups. Knowledge alone does not insure satisfactory performance. The school that elects its student council at large from the whole school can expect a quick growth and a quicker failure. The life of the whole is determined first of all by the soundness of its parts. The home room organization is the core of the idea of pupil participation in government. It is here, so far as the school is effective, that the ability to be self-directive, in whatever degree it is attained, is first developed. This development in self-direction in the home room can come as a result of managing its own affairs and in sending representatives from this small group to the larger group, or groups, and these representatives bringing back for discussion and decision the recommendations of the larger groups. . . . Decisions handed down from a few pupil leaders may be absolutely right decisions, but unless the pupils as a whole have had a real part in making these decisions, they have had no real chance to educate themselves to the point where they can live by them."⁵

Roemer, Allen & Yarnell have the following to say about the place of the home room in the democratic scheme of the school:

"The home room becomes a proving ground for self-direction. From the home room comes the stimulus for pupil participation in school government and initiation of legislation. Back to the home room membership, which in the aggregate is the constituency of the school, come the legislative enactments of the student council. Thus a sensitive contact is established among the pupils, who, with the principal as the final authority, build a type of procedure redounding to the greatest good of the greatest number. . . . It is, at the same time, the place where individual interests, problems, and initiative find solution and outlet, and where group ideals are fostered and lived. Here guidance is carried on; discipline is administered; self-consciousness is overcome; individual problems are solved; pupils are inspired to greater effort; sympathies are broadened; leadership and intelligent obedience are developed. Through the home room closer contact with the homes is maintained; school and social courtesies are fostered; individual and group initiative are stimulated; self and school pride are maintained; and

health, thrift, and other habits of good citizenry are lived.

"The home room is, in fact, a means of contact connecting and correlating the interests of teacher, pupil, school, parent, and community, and fostering a broader view of the privileges, duties, and responsibilities of an intelligent citizenry."⁶

Proctor and Ricciardi in their chapter on "Student Activities" say: "The home room group is the basic unit of the entire student body. It occupies a position in the school corresponding to that of a state in the United States. The home room group has its set of officers and committees to care for its government and it also has a representative in the student council. The member attends the council meetings and brings back for discussion the recommendations of that group. He returns to the student council meeting instructed in the wishes of his room. Thus the home room organization is the most representative group of the school and the one in which all students are represented and may have a voice in school affairs. Through the home room desired school policies may be inaugurated and carried out uniformly throughout the school."⁷

"Worthy citizenship," says McKown, "whether adult citizenship in a community or student citizenship in a school, implies a knowledge of society organization, an appreciation of personal responsibilities, discriminating leadership and followership, and properly functioning habits. The valuable member of society is an active, not a passive, member; he is a contributor because society is always in a state of change for better or worse.

"Here again it is stupid to assume that because the student has discharged well the obligations of his mental education he, therefore, will necessarily discharge equally well his obligations of citizenship also. Yet this assumption is held by many individuals. As a matter of fact, the student may be worse off because of his mental training as far as desirable citizenship is concerned. In any case the good scholar is not necessarily the good citizen any more than the good citizen is the good scholar. . . . The average community needs citizens far more than it needs scholars, for it is basically an organization of citizens, not scholars. . . ."⁸

"In considering good citizenship we usually mention such traits or elements of character as loyalty, fair play, honesty, tolerance, initiative, dependability, good sportsmanship, co-operation, service, trustworthiness, resourcefulness, leadership, and followership. . . .

"The older method of attempting to instill these virtues was the memorization of creeds and slogans, and the telling of stories of great and useful lives. But again this formal method was only one step in the direction of the de-

velopment of good citizenship, and all too frequently it was not interesting, inspiring, or influential because it was usually colorless; it had intellectual interest but lacked emotional appeal. . . .⁹

"Now consider the many, varied, and real opportunities for the application of good citizenship in the home room. The practice of parliamentary procedure; the development of fine attitudes toward new students; the promotion of ideals of service, sympathy and assistance; the reception and entertainment of visitors, pupils, rooms, teachers, or parents; the development of a healthy group spirit and morale; care of personal, room, and school property and equipment; organization of the room with officers and committees, with its very definite responsibilities for the development of a better little democracy; the planning and presenting of home room programs of all types, financial, recreational, social, service, educational, health, as well as the conducting of campaigns, competitions, and drives, and finally an attempt to evaluate the progress made or the work done in these activities, are all beneficial in developing good citizenship, because they represent the practice of desirable habits as well as the establishment of worthy ideals.

"The settings and situations are natural; they concern the pupil's own interests and activities, both as an individual and as a citizen of the room and the school, and they give abundant opportunities for participation because of the small size of the group. So in this elementary democracy are developed the qualities and characteristics that will be essential to him and his nation when he grows into adulthood and assumes his place as a member of his community. His home room situations are just as real and as natural, though, of course, smaller in scope, as those in which he will find himself as an adult, and they are quite similar."¹⁰

The social studies or social sciences as they are often called, have been for years attempting to teach and cultivate good citizenship, but here the teaching has been too abstract and subjective. Tindal and Myers contrast this type of teaching as follows:

"Student participation in school control, organized student activities, and school socialization furnish the special field for their activities as citizens in the school community. Subjectively, citizenship is taught through the course in social studies. Objectively, it is caught and translated into conduct by the junior citizenship in schools. Here pupils may learn what democracy is, how it has developed in our nation, how its co-operative activities have been and must be carried on. This articulation of teaching with training will assure that pupils may realize their immediate needs

(Continued on page 257)

It Is Happening in Tulsa

CECILE DAVIS

Senior, Central High School,
Tulsa, Oklahoma

IT CAN happen here! High school students in the city of Tulsa are making a success of what is believed to be the United States' first student newspaper representing all the high schools in one system.

Until 1938, when Daniel Webster High School was opened, Tulsa had but one high school, Central, which had developed an excellent student newspaper, the *Tulsa School Life*. All-American and medalist's ratings in national contests, and first place awards in Oklahoma competition had become yearly distinctions of the newspaper, and there was a great deal of student pride in the publication.

With the opening of Daniel Webster, and later of Will Rogers High School, there arose the problem of how best to handle student newspapers. The plan of the traditional publication of separate newspapers by the three Tulsa high schools was discarded and for several reasons.

Because of limited revenue, the schools would have found it difficult to publish three newspapers of a size complimentary to each school. School newspapers depend largely upon advertising revenue for their support, and competition among the three staffs would have meant less advertising per school, less revenue, and consequently, three inferior publications.

It was apparent that such set-up would also be a source of constant annoyance to advertisers who would be solicited by three high school advertising staffs. It was believed that the separate paper plan would have a tendency to foster undesirable rivalry among the three schools.

Because it was free from all these objectionable features, and because it had certain definite advantages, the tri-school publication plan was adopted, and in its two years of existence has proved successful.

In each high school there is a class in news writing. Twenty-two students at Central, twenty at Webster, and twenty-nine at Rogers cover the activities of their schools. The only class in advertising is at Central, and is composed of nine students.

All copy from Webster and Rogers high schools is sent to Central, where news from the three schools is combined. In allotting space, merit is the deciding factor, and because the most timely and well-written articles are given prominent spots in the paper, a desirable spirit of journalistic competition is encouraged. However, since the activities

(Continued on page 242)

A Pioneer School Club in Motion Picture Appreciation

KATHRYN Y. ALLEBACH

*Director of Motion Picture Clubs,
Senior High School, Reading, Pennsylvania*

THE Motion Picture Club in the senior high school of Reading, Pennsylvania, enjoys a unique distinction in the history of the motion picture appreciation movement in the city. With youth in the lead, they represent the pioneer group. In most situations, the adult civic groups encourage the organization of motion picture clubs and photoplay appreciation classes in high school. In Reading, however, the opposite procedure is illustrated.

The high school club was the first organized group in this field, and the interest engendered by their activities encouraged the civic clubs to become more active in developing among parents a discriminating appreciation of motion pictures, both for themselves and for their children.

A number of these clubs had motion picture chairmen who provided their groups with cinema information, but there was no concerted or organized effort in this direction. It was not until all these people co-operated in a publicity campaign for an outstanding picture that the group realized the psychological time had come for a central civic organization in Reading. With the College Club as official sponsor, the Reading Motion Pictures Forum came into being with more than one hundred and fifty individuals and thirty civic clubs represented in its first year memberships.

The high school group little realized that their initial efforts would reach out to such a large field, including not only city but suburban and county organizations as well. Some of the students openly testified that one of the features attracting them to this particular club was the variety and far-reaching scope of activities offering opportunities for not only school projects but community cinema problems as well. Youth, evidently, wants to be progressive and will respond to such tasks that are challenging and vital.

They were frightened a bit, it is true, by the prospect of interviews with theatre managers and leading newspaper editors; yet their learning experiences encouraged confidence and expression. They were learning to evaluate motion pictures; they had developed some power of judgment and set up standards for themselves. At one of the local theatres, cinema offerings were good; but the vaudeville programs were crude and highly undesirable. An informed public group such as theirs should express its opinion. An interview was arranged resulting in deference to their judgment and an invitation to visit first perform-

ances for the purpose of eliminating undesirable numbers. Here, indeed, was an opportunity for progressive youth convinced of wholesome entertainment values for the American public.

Another venture in civic leadership resulted from a dearth of newspaper information concerning local photoplays. How could the public select its movies wisely if they knew nothing but titles and actors? What about story content for children, plot development and setting? All this parents particularly should know. Other cities even smaller than theirs had a drama section in the local newspapers; why not Reading? Another interview was attempted, this time with a group of editors who had already heard from a progressive theatre manager recently established in the city. He might have had a commercial interest, they said; but this student group voiced public opinion. The result was a theatre page offering reviews of all pictures as they appeared locally. All of these activities were a natural outgrowth of regular in-school sessions operating on democratic principles.

Another more recent development is the introduction of a motion picture unit of study in the eleventh grade work for the department of English. It was felt that the information and benefits of the club group should be shared by the entire student body. This two weeks unit included practice in reviewing and evaluating films on the basis of information secured from reliable sources, a glimpse into the history of motion pictures, standards for judging various features, and a more definite knowledge of studio work both for the actors and producing companies concerned. Apart from a more comprehensive and definite knowledge of this prominent industry, which influences the recreational life of the country so vitally, it was felt that two results were particularly significant. First, because the material challenged their natural interest, the students volunteered to read numerous references and report their findings to the class; furthermore, they discussed problems earnestly; thus providing opportunities to develop oral expression, one of the major objectives in the field of English. Second, the teacher noticed that more critical thinking was done in this unit than in former ones because the problems discussed touched vital experiences. One day, quite unexpectedly, while the class was discussing standards for motion picture stories, a student remarked, "I think

the motion pictures give us a false idea of life." Thereupon, all planned work was set aside to investigate and consider the implications, the reasons, and reactions of other students. "In what respect did the motion picture present life falsely?" they questioned. The critical thinking involved in the discussion was one of the most valuable experiences of the group. The initiative and interest displayed also contributed to the real value of the unit.

In the motion picture clubs, which continue to increase in membership, there is a variety of activities including not only club and school projects for the entire student body but community cinema problems as well.

The democratic and popular procedure of the committee plan, whereby every member has an opportunity to participate according to his particular interest, has been followed. The pictures show these committees in action. The large group picture illustrates a club session during which all committees are meeting to discuss plans and activities. In the front row reading from left to right is: first, the 4-Star committee which receives and reviews material from the National 4-Star Club. Frequently, announcements concerning national activities are pertinent; there are contests, reports, and articles from the "4-Star Final," which offer suggestions for new club activities.

Next in order is the program committee which is responsible for the weekly club programs. They sometimes ask one particular committee to take charge, arrange for outside speakers or a showing of pictures. One of the primary objectives of the club, illustrated in most of the weekly sessions, is the distribution of information concerning the local theatre offerings. A reporter contacts all of the first-run theatres to secure advance news concerning the schedule. Then the reviewing publications, theatre press sheets, and motion picture stills are consulted to secure sufficient information for discriminating evaluations.

When the pictures are discussed in club sessions, separate factors are considered to include social and artistic values, production notes, plot construction, and casting. Instead of the casual, nondescript comment, "This picture is good," the student will indicate that it is good for some particular feature or undesirable in some respect. Occasionally, the local theatres offer pre-viewing opportunities after which the students enjoy discussing the picture and working out rating sheets in connection with it. Next, we see the books and magazine committee which is always looking for literature and finding out what the school and public libraries have to offer. Among the magazines they review are *Educational Screen*, *Scholastic*, and *National Board of Review Magazine*. Several of the most popular books reviewed recently are *Film and School* by Rand and Lewis, *Talking Pictures* by Barrett C. Kiesling, and *Motion Pictures and Youth* by Edgar Dale.

The technical committee is shown at the rear right demonstrating the use of our school projector to a group of interested members. They also delight in visiting projection booths of local theatres to observe the operation of commercial machines.

At the rear left is a combined group of the civic and poster committees with one member discussing a poster to be displayed in the school lobby. This is one method whereby the entire student body is informed concerning fine pictures. For the annual Open House night when thousands of parents and community friends came to see the school at work, this display committee arranged a very attractive and varied exhibit in the club room.

The civic committee is concerned with local cinema problems and projects. Recently, they co-operated with other community clubs in a survey of conditions prevailing at the Saturday morning program for children and made subsequent recommendations to the theatre managers. They promoted the school forget-me-not sale in behalf of Veterans of Foreign Wars, awarding the best sellers with theatre passes.

The editing committee shown at work in picture No. 2 is a very busy and important group. Their weekly task is the preparation of reviews for the column in the school paper entitled "Following the Films." After a survey of the local offerings for the week, the



Committees in Action at a Motion Picture Club Session

best picture for high school audiences is chosen and the editor assembles as much information as possible concerning it. He will try to secure a cut for his article and perhaps sufficient poster material for school displays. Discussion guides, whenever available, are secured for special school groups according to suitability and particular interest. Occasionally, the editing committee will challenge the entire club to write reviews on a picture, particularly those seen in preview. Requests also come from the local theatre managers for student criticisms and reviews which may be used for display in the theatre lobbies. The 4 - Star Club also encourages reviews for publication in their *Final*.

One of the most thrilling community activities is reflected in the broadcast group, who prepared and presented their own script over the local station, WEEU. This program entitled "Movie Club Students Speak" was the initial number in a series of broadcasts sponsored by the Reading school district for the purpose of informing the public concerning special features of the school program. Parents and friends who heard the broadcast testified to their surprise at the scope of work covered by the club.

All of these activities demonstrate student interest in projects which reach beyond the club group to the entire school and to the community for some worth-while service. They offer an intelligent interpretation of motion picture experiences which play a vital part in the lives of young people and adults today; they are truly pioneering ventures in the field of motion picture appreciation.

"Whom, then, do I call educated? First, those who control circumstances instead of being mastered by them; those who meet all occasions manfully and act in accordance with intelligent thinking; those who are honorable in all dealings; who treat good naturedly persons and things that are disagreeable; and furthermore, those who hold their pleasures under control and are not overcome by misfortune; finally those who are not spoiled by success."—*Isocrates*.



"Movie Club Students Speak"

It Is Happening in Tulsa

(Continued from page 239)

of the three schools are for the most part, parallel, and the staff members are selected for their journalistic ability, the content of *Tulsa School Life* is usually balanced, and each group feels that it has had just representation.

Since the inauguration of the present plan, increased circulation has proved an inducement to advertisers, and the paper is more popular than ever before. *Tulsa School Life* is distributed to its subscribers in the home room period each Thursday morning, and in this way, all its readers get the news at the same time, and students in each school learn about the current activities in the other two.

Perhaps even more important from an educational standpoint is the fact that Tulsa's high school students are bound together by their common interest in a common publication. When the present plan was introduced there was resentment on the part of Central students who felt that the Websterites were horning in on their newspaper. In the two years since the change was made, two classes that were in Central when the plan was adopted have been graduated, and the attitude of the students has become friendly to the plan. Tulsa's secondary students have begun to feel that rather than being Central, Webster, and Rogers, they are one great body—Tulsa High School.

A Future Teachers Club

MARTIN E. WILLIAMS

*Superintendent of Schools,
Winner, South Dakota*

LAST school year, a movement to organize and sponsor Future Teachers of America clubs in the high schools throughout the United States was inaugurated by the National Education Association. This movement is commendable in every respect and should have the full-fledged support of every educator who is genuinely interested in helping improve the quality of American teachers.

Research studies show that the teaching profession has not been attracting the best of our young men and women, if they are judged on the basis of college scholarship, intelligence quotients, and leadership in school activities. A national movement, such as the Future Teachers of America, should provide the needed opportunity for educators to interest the right type of young people to enter the teaching profession.

SPONSOR OF CLUB

Every school club will be about as successful as the teacher in charge of it; therefore, great care should be exercised in choosing a sponsor for the Future Teachers club. Not every teacher is qualified natively or professionally for the work. To guide a group of high school boys and girls in the teaching field is a very delicate and complex problem. The person who undertakes the task should have an enviable record as a teacher and should be a person well respected by the student body. The superintendent and principal of small high schools are probably on the average the people best equipped to sponsor this type of club. If they are too busy to assume the responsibility, it might be possible for them to serve as a co-sponsor with some other faculty member. In large school systems some well qualified teacher should be appointed by the administrative head of the school to carry on the work. It is doubtful if it is advisable for the students to select the sponsor of the club from the faculty roster until they have gotten some experience in the management of the club, and have had an opportunity to learn more about the qualifications needed by the sponsor.

SPLENDID OPPORTUNITY FOR STUDENT GUIDANCE

Student guidance often fails because it is not vitally connected with the needs and experiences of the students. A Future Teachers club correlates well with the student guidance program, for intimate relationships are sure to exist between the sponsor of the club and the students. Opportunities for the most effective type of student guidance are certain to arise. To be a good teacher, a person must first of all be a good citizen, so all activities

of the club are in reality closely connected to every phase of the guidance program.

TWO PHASES OF CLUB'S ACTIVITIES

Meetings of the club should be divided into two separate and distinct phases: a business meeting, and a social hour. Students will not remain interested in a club and continue to participate in its activities unless they enjoy it. Students nor adults will continue to attend any kind of meetings from a sense of obligation. They must secure value received or they will eventually devote their time and energy to more meaningful activities.

The business session of the club's meetings should be held first, and approximately forty-five minutes should be devoted to it. All meetings should be conducted strictly in accordance with parliamentary law. The program can consist of such things as reports by students, debates, forum discussions, talks by outside speakers, book reports, and the reading of short, selected articles.

The school gymnasium is an ideal place to hold the social hour. Wholesome, but interesting recreational activities should be carefully planned by the committee in charge. Short plays, group games, picture shows, and social dancing are activities usually enjoyed by the members. The good teacher has a well balanced personality and social poise; therefore, a social hour is deserving of emphasis by the club. Many needs for individual guidance are revealed during social hour activities.

CONSTITUTION AND BY LAWS ARE IMPORTANT

Many school clubs fail principally because they do not have any definite set of guiding principles to guide the activities. Consequently, one of the first things that should be done after the club is organized is to work out an appropriate and effective constitution and by laws. The following constitution and by laws worked out and adopted by the Future Teachers Club of Winner High School may be of value to other clubs.

CONSTITUTION AND BY LAWS FUTURE TEACHERS CLUB OF WINNER HIGH SCHOOL

Article 1

The name of this organization shall be the General W. H. H. Beadle Club, Future Teachers of America, of Winner High School.

Article 2—Object

The object of this club will be to acquaint members with the problems and opportunities of the teaching profession and to provide wholesome socializing experience for them.

Article 3—Membership

Any person who is in sympathy with the object of the club is eligible to membership, providing his application for membership is accepted by the membership committee. The name of a new candidate for membership must be submitted to the membership committee by some member of the club in good standing. The membership committee shall consist of the officers of the club.

Article 4—Meetings

Regular meetings of the club shall be held every two weeks during the school year on Tuesday evenings. The first meeting shall be held two weeks from the first Tuesday after the opening of school. The meetings shall begin promptly at 7:30 p.m.

Article 5—Officers

The officers of this club shall consist of a president, a vice president, and a secretary-treasurer. All officers shall be nominated from the floor at the first regular meeting of the school year and elected by ballot. There must be at least two candidates for each office before a vote can be taken.

Article 6—Duties of Officers

Section 1. Officers shall assume their duties of their respective positions as soon as elected. The sponsor of the club shall preside until a president is elected.

Sec. 2. The president shall have general supervision of the work of the club. At each meeting, he shall appoint a program committee of three members and a social hour committee of three members to serve for the next regular meeting.

Sec. 3. The vice president shall perform the duties of the office in the absence or disability of the president.

Sec. 4. The secretary-treasurer shall keep a record of the proceedings of the club; also an accurate record of the finances. He shall also act as librarian and news reporter for the club.

Article 7—Amendments

The constitution may be amended at any meeting called or advertised for that purpose by a two-thirds vote. By laws may be amended in the same manner.

BY LAWS

Article 1—Dues

The annual dues of each member shall be ten cents payable not later than November 1, if the member was enrolled in school previous to that date. Any member shall lose his membership for the year if his dues are not paid by that date.

Article 2—Attendance

The vice president of the club shall serve as attendance officer and shall pass upon all requests for excuses for absences. Any person

who receives three unexcused absences shall automatically lose his membership.

Article 3—Sergeant-at-Arms

The sergeant-at-arms shall be elected in the same manner as the constitutional officers and shall be responsible for the maintaining of good order at all meetings. It shall also be his duty to lock the outside door of the school building promptly at 7:35 p.m.

Article 4—Committees

The program committee shall prepare an appropriate program for the club meeting for which they are serving and submit it to the officers of the club for approval at least one week before the meeting.

The social hour committee shall be responsible for the activities of a recreational nature that are held in the gymnasium after the business meeting. It shall be the duty of this committee to see to it that the floor and all other needed equipment is in readiness for the social hour.

Committee members who refuse or fail to perform their duties in a satisfactory manner may lose their membership at the discretion of the club officers.

Article 5—Removal of Officers

Any officer of the club who fails to do his duty or to show the proper interest in the work of the club may be removed from office in the following manner:

Section 1. A petition asking for his removal must be signed by at least twenty-five per cent of the members of the club in good standing and presented to the sponsor of the club.

Sec. 2. After such a petition has been duly signed and presented, the matter shall be voted upon by secret ballots at the next regular meeting.

Sec. 3. If at least two-thirds of the members present at the meeting and voting upon the matter desire that he be removed from office, he shall lose his position immediately.

The Future Teachers club is the most popular club of our high school and approximately twenty-five per cent of the student body are listed as members. School officials and faculty members are enthusiastic about it.

"Though all the winds of doctrines were let loose to play upon the earth, so Truth be in the field, we do ingloriously, by licensing and prohibiting, to misdoubt her strength. Let her and Falsehood grapple: who ever knew Truth put to the worse in a free and open encounter?"—Milton.

"Greatness lies, not in being strong, but in the right using of strength."—Beecher.

The Victory Celebration as a Social Opportunity

AFTER an important victory the boys and girls who have co-operated in the winning feel like celebrating. If these celebrations are planned and properly supervised, they present excellent opportunities for practice in co-operative social living. If the celebrating is done against the wishes of dignified school authorities, it often becomes a tribal pow-wow which has a tendency to create undesirable feelings against the schools. Snake dances, parades, bonfires, goal post sallies and other misguided responses to the primitive impulses of effusive fans often give warped impressions of the educational values emerging from the school program. If these celebrations are organized as student projects, they become situations for valuable training in citizenship.

It is definitely the job of the school administrator to anticipate and plan for adequate victory celebrations, especially those involving the boys and girls in his own school. In the victory assembly he can capitalize upon the general feeling of worthy achievement for building ideals and attitudes for future world citizenship. His frowns of disapproval can be absorbed by a whole-hearted acceptance of the social guidance obligations presented in these youthful desires. The rabid public may follow the example set by the students. The overly excited fan may learn through his many contacts with the supervised celebration to take the victory more graciously and respectfully. The adult can also be trained for winning.

Proper organization of the student body is the secret of respectable victory celebrations. Pep clubs, service clubs, student councils, and other student organizations are always anxious to help in the planning and supervising of these after-game activities. Students should be given these opportunities for leadership. All students through participation in good victory celebrations can be helped to become co-operative, loyal, and enthusiastic citizens of the school democracy.

If parades, bonfires, snake dances, pep assemblies, banquets, and award ceremonies are not engineered with a proper sense of balance, they become maudlin, tawdry, and riotous. If their possibilities are ignored by the school authorities these celebrations become rowdy vandalisms of the gambling and drinking members of the irresponsible patronage. With wise leadership, victory celebrations can become educational activities which foster desirable social attitudes and ideals.

THE VICTORY PARADE

A stunt often used in celebration of an ath-

M. L. STAPLES

*Teacher, Benjamin Bosse High School,
Evansville, Indiana*

letic victory is the parade. The school band should lead, playing good snappy march music. The yell-leaders and other marching students should follow the band. An easy way to organize the parade is to have the band start playing and marching across the field or gym floor, followed by the yell-leaders carrying an impromptu banner suggesting "Join the Parade." The band should move away rapidly, making the marchers hurry to join the parade. The victory parade cannot be lined up as a military or civic parade. It must be organized on the run and kept moving.

If the parade is in celebration of the winning of some type of championship, a series of placards telling the story of the triumph will add extra color to the performance. If cars are used in the parade, they should come last. The marching students should be given first consideration. It is their parade. It is their celebration. The school head should go a step further than merely approving the victory parade. He should become the silent director.

THE BONFIRE CEREMONY

Many schools use the bonfire to work up enthusiasm before the game and for celebrating after the game. In either case it should be planned and properly supervised. It serves as an excellent student project for a club of boys or a club of girls. The bonfire is a traditional affair with some schools. Homecoming games are usually ushered in or celebrated by the big flame. A program of yells, speeches and songs generally accompanies the bonfire. There should be some type of program to give this pep stunt a better balance. Indian dances, circle marches, burning of effigies, fireworks, community singing and other devices furnish material for the bonfire program.

THE AWARDS CEREMONY

At the end of a particular athletic season many schools desire to present the athletes with some type of extrinsic award. This may be done at a banquet or in a special assembly. The assembly has more social value, due to the fact that all the students of the school may take part, whereas the banquet is selective and attended mostly by back-slapping fans from outside the school. In the assembly the awards are generally given in a ritualistic fashion. The boys are called to the front separately. The coach introduces each one to the

audience, telling about the boy's deeds. The principal congratulates the player after presenting him the award.

Some schools make of the presenting-of-awards a more elaborate ceremony. The players pass under victory arches, kneel before thrones, repeat pledges, smile for beauty queens and go through various other formalities to get to the final award. The awards should be given only to those who are deserving. If not, the whole award ceremony loses its social value as an educational training device.

THE FLOWERS CEREMONY

An award stunt which should receive attention is the presentation of flowers to those to be honored. An individual rose pinned onto a blushing athlete by a pretty girl spreads a social perfume that cannot be missed by the eager audience. All those who watch such a presentation are bound together in a social wreath of genuine school spirit. However this ceremony should not be overdone. A rose for every player after every game would ruin the victory assembly in any school. The flower ceremony can only be used on rare occasions.

SPECIAL STUNTS FOR THE VICTORY CELEBRATION

The Sizzling Gridiron

This stunt is especially concocted for the football banquet in honor of a championship team. As a part of the decorations a large paper gridiron is placed back of the speakers' table. This gridiron is stood on edge as if it were standing on one of the side lines. At the top edge the yard lines are clearly marked. The spirit of the gridiron appears above the 50 yard line and gives a short peppy talk concerning the passing of the football season. Suddenly the head of a yell-leader is thrust through the paper about the middle of the field on the 30 yard line. He gets very excited as he tells of certain stars running over this particular spot on the field. The 40 yard line is likewise represented recalling good kick-offs of the season. Goal line spirits honor touchdown stars or gallant stands by linemen. If a particular star has been developed upon the team a spirit should be provided to recall his prowess on that part of the gridiron where his activities contributed most to his stardom. Drum majors, coaches, student managers, yell-leaders, in fact all who helped to make the season a success can thus be honored by a spirit of the sizzling gridiron.

The Big Hand-Shake

If an important honor has been won by an individual student, and the principal desires to congratulate the student in the presence of his fellow students, the big hand-shake may prove to be an effective device. The principal should call the student to be honored to the stage, explain the honor won and then ask all those in the audience to stand and join

hands so that all are joined in a single chain. With the help of yell-leaders or other students he brings the chain to the stage connecting it with the right hand of the one to be honored. Then with a short appropriate speech he gives the beginning of the chain a firm shake which is carried along all the way through the audience and back to the stage and into the hand of the honored student. After receiving the hand-shake and passing it along each member of the audience should forsake the chain and be seated. The difficulties of a balcony should not stop the resourceful principal or other assembly chairman from attempting this stunt. The big hand-shake is a good socializer.

Game Movies as a Victory Stunt

The showing of movies taken of an important game makes an excellent program for the victory assembly. The movies should not only show the players in action but should also present the bands marching, yell-leaders leading yells, special stunts of rooting sections, and other highlights of the game. The whole game should be presented as a co-operative effort on the part of everyone in the school. The movies of a game should not further inflate the egotistic balloon of the grand-standing athlete. The movies should make of the game a school project demanding co-operation on the part of all, not just an exhibition of the athletic prowess of a selected few. The skillful educator will make his game movies truly educational.

(Editor's Note: This is the fifth of a series of articles on School Spirit by M. L. Staples. His "Sportsmanship, an Outgrowth of the School Rally" will be released in March.)

"In our schools our coming generations must learn the most difficult art in the world—the successful management of democracy. Let us think of our schools not only as buildings of stone and wood and steel; not only as places to learn how to use hand and brain; but as training centers in the use and application of the rule of reason in the affairs of men. And let us hope that out of our schools may come a generation which can persuade a bleeding world to supplant force with reason."—Franklin D. Roosevelt.

"It costs a community no more to train a good citizen than to train a 'good' gangster. At the end of his training the gangster is a heavy charge on the community. It costs society \$300 a year to maintain an adult prisoner in an institution; \$400 for a juvenile delinquent. The good citizen at the end of his training begins to support the community and contributes to its resources. The cost of keeping a youth in school averages \$100 a year."—From *Youth—How Can Communities Help?*

Out of the Hat

CARROL C. HALL
*Instructor in Chemistry,
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EACH year the staff of the school yearbook is faced with the problem of inaugurating its sales campaign. The usual procedure is to plan an attractive assembly program by means of which the student body is contacted. The various departments of the school are called upon to assist in this assembly program. The music and dramatic departments are over-worked.

Here is a place where the chemistry department or science club of a school can step in, make a name for itself, and at the same time give the yearbook a good boost. "Chem-magic" when well planned and well executed, is a type of school project that really puts the science department on a par with its more publicly-known fellows, the music and physical education divisions. Following is described a program of the nature mentioned, in which some high school chemistry students recently aided in starting off a yearbook campaign.

'OUT OF THE HAT'

The setting for this presentation shows a backdrop on which is painted a large, black silk hat. The portion of the drop representing the interior of the hat is a cleverly designed opening through which members or objects may come on the stage proper. On the stage in front of the hat is everything needed for the chemical magic to follow.

SEQUENCE OF EVENTS

(Stage in semi-darkness)

Through the hat on to the stage steps a figure clad in black silk topper, full dress, and cape—the conventional garb of a magician. (This is the editor of the yearbook)

The magician walks over to a table, takes a drink of water from a tumbler. Then lights a fire with water from the glass (1).

Then follow in rapid order a series of tricks, all revolving around fire.

Several fires are lighted in succession, all burning with different colored flames (2).

A candle is lighted. Above it appear different colored stars (3). It flashes up mysteriously (4).

(Stage in full-light now)

Magician picks up a large demi-john plainly marked "Firewater." Pours a clear liquid into a shallow glass tray. Takes a pocket handkerchief (or may borrow one from audience) from cape and soaks in the tray. Holds cloth upon wand and ignites it with a match. Allows it to burn for a few seconds, extinguishes flame and behold, the handkerchief is undamaged (5).



He Steps Out of the Hat

Now back to the original glass of water.

The magician walks to an easel on which is pinned a large sheet of paper. Takes a common school paint brush, dips into the glass of water, and proceeds to paint on the paper a large sign (6)—"BOY WANTED." Several volunteers from the audience. The magician finally picks one (stooge).

The action returns to main table. Magician suddenly looks at the hands of his new assistant. Directs him to wash them in a convenient wash pan. In they go, out they come—black (7). The magician directs his assistant to hold two water tumblers, mouths together, while he places a cloth over them. Claps hands, and removes cloth. The glasses are filled with smoke (8).

The assistant, overcome with excitement, hurriedly takes a drink from the magician's glass of water. Something is wrong. He makes a wry face and rushes to a spittoon and spats out the offending liquid. Spittoon interior flares up (9).

Magician takes now suppliant assistant to a side table and then completely mystifies him as well as the audience with the old wine to water changes. Not one but a whole series of them (10).

The center of action now centers again at the easel. The magician approaches the easel, on which appears a large, white square of paper. With brush and glass of water in hand he starts a picture. This activity does not please the assistant. Looking over the paraphernalia on the stage locates a "Flit" gun.

Hands it to his master. The magician looks it over and then indicates his approval. Standing a foot or so in front of the easel proceeds to operate the gun. As the liquid sprays over the paper the name of the yearbook and its publication date appear in red, green, and black colors (11).

The assistant rushes to the opening in the hat. Out of the hat step the members of the staff. They are dressed in costumes appropriate to the various sections of the book.

The magician, now in capacity as the editor, introduces the current edition of the school yearbook.

DO'S AND DON'TS IN PRESENTING 'CHEM-MAGIC'

Do—

1. Thorough planning
2. Time the action
3. Watch danger
4. Make it work
5. Try it for a real program

Don't—

1. Neglect practice
2. Forget the sequence
3. Be careless
4. Trust to luck
5. Be amateurish

Now for the "how" of the stunts in the sequence:

- (1) Metallic sodium, plus paper and sawdust in an iron dish.
- (2) On asbestos squares, combustible materials plus barium and strontium salts.
- (3) Powdered aluminum, iron and lycopodium sprinkled over candle flames.
- (4) Lycopodium powder. Care!
- (5) A 50-50 mixture of denatured alcohol and water. Vapor only burns.
- (6) Coarse-grained drawing paper impregnated with dry tannic acid and ferric chloride. Water on brush.
- (7) Stooze's hands dusted with tannic acid powder. Liquid in wash basin, solution of ferric chloride.
- (8) The old Yogi smoke trick. Ammonium hydroxide (conc.) and concentrated hydrochloric acid in separate tumblers. Few drops in bottoms.
- (9) Mixture in spittoon, dry sawdust and sodium peroxide, will ignite by adding water. Caution!
- (10) Look up Elliot's wine and water trick. (Lippy's Chemical Magic). A top-notch, always good.
- (11) In Flit gun, solution of ferric chloride. On paper, previously painted and allowed to dry (invisible to audience), tannic acid, potassium ferrocyanide, and sodium sulphocyanate.

"Our greatest glory is not in never falling, but in rising every time we fall."—Confucius.

A Mimeographed Yearbook

LILLIAN PHILLIPS

*Yearbook Adviser, High School,
Mount Gilead, North Carolina*

THE mimeographed yearbook may be of far more value than the printed one because the pupils plan the book and produce it without any help or suggestions from printers. The students of Mount Gilead High School, Mount Gilead, North Carolina, planned, mimeographed, and produced their first yearbook last spring. The book contained fifty-four pages; 38 individual pictures $1\frac{1}{4} \times 1\frac{3}{4}$ inches and 17 group pictures 5×3 inches. The pictures were taken, developed and printed by the Photography Club of the high school. There were 5,500 pictures developed at a cost of \$42.62, including the cost of equipment and quite a bit of experimentation as the work was new to everyone.

Pasteboard covers were bought at a cost of \$7 a hundred. Three reinforcements were used on each page and no-tear screws were used and fastened tight to hold the pages together. The best grade of bond paper was used for mimeographing. The cost of producing one hundred copies of the yearbook was between seventy-five and eighty dollars in money but the time and work necessary was considerable. A large number of pupils had a part in making the book a success and the students, the community, and the school benefited from the first publication of a yearbook that we feel revealed the atmosphere and the ideals of the entire school. The yearbooks sold for fifty cents each and many more than the one hundred copies could have been sold. The sale of copies and the advertisements paid for the publication.

Before beginning a project of this kind the interest of the pupils must be aroused and they must be made to realize the responsibility and work involved. The editor, manager, and photographer should be elected in the spring. The outstanding members of the staff may be seniors and usually are, but they must realize that the yearbook is a historical record of events of school life for the year and not for seniors only. Many representatives from other classes should be given a place on the staff.

Eastman Kodak Company furnishes full instructions for taking, developing and printing pictures. A group of either boys or girls can be made interested in this study and work. Each senior likes to see his individual picture in the yearbook, also a list of the activities in which he has participated. He is willing to work to make the publication a reality.

Early in September the theme of the year-

(Continued on page 252)

A Fun Frolic

ALICE CLARK GILMORE
Westboro, Massachusetts

OUR town does not appropriate funds to finance the high school activity program, and so it is necessary each year that the school earn money for that purpose. Various methods of raising money have been tried from time to time with varying degrees of success, but the plan which has been followed for the past eight years is the annual Fun Frolic, a two-days' program of mirth and laughter.

About four weeks before the date scheduled for the event to take place, preparations begin, committees are appointed and the program planned. The Fun Frolic is well organized. The boys' athletic director is always the chairman, assisted by the girls' athletic director. The high school principal is always the treasurer, and the sub-master heads the committee for the "Spot-lite Antics." The rest of the faculty serve as advisors on the various committees, which are composed of students from the different classes and organizations in the school.

This two-day series of events is usually scheduled to take place in April, preferably at the close of the term. There are several reasons for this choice of dates. The weather is warmer, and part of the program can take place out-of-doors. It is mid-season. There is a general let-down in the interest of the pupils. The feeling of lassitude and indifference to school that follows the strenuous activities of the winter is now in evidence. Girls are moody and inattentive. Boys are restless and inclined to resent discipline of any kind. It is at such a time that the school which can "make two grins grow where there was only frown before" is the school that wins.

The Fun Frolic begins Friday night with an entertainment, the Spot-lite Antics. This consists of twelve or fourteen skits, for one of which each class and each organization is responsible. These are as a rule short comedies, take-offs and other humorous acts, although serious numbers are often included. Pupils who have a special talent are always given a place on the program.

Last year the program was as follows:

I. The Dorsey Juniors—by the high school orchestra, which had for the occasion substituted one of their own members for the regular director.

II. Football Heroines—team composed of girls—a take-off.

III. On the Beach at Brighton—an old, humorous poem, dramatized by a boy and a girl in bathing suits of the 90's.

IV. Mountain Music—by the four cheerleaders, costumed as mountain women.

V. Living Statues in Silver—boys painted with aluminum bronze powder mixed with glycerin, posed against a black backdrop in groups representing various sports, "The Skating Group," "Co-operation," "Hockey," "Basket Ball Jumpers," etc. The beauty of the tableaux was enhanced by using a green floodlight.

VI. Harmonica Boys—dressed as hoboos.

VII. The Fatal Quest—a "mellerdrama."

VIII. Duets—boy and girl in costume.

IX. The Tune the Salesman Played. Our school happened to have last year a pupil who is an unusually accomplished pianist. This comedy brought out his talent. The salesman knew one tune only, "There'll Be a Hot Time in the Old Town Tonight." Circumstances compelled him to play it for (1) a country dance (waltz, one-step, truckin', etc.), (2) for a wedding, (3) for a funeral, (4) as a lullaby. For all these he used the same tune, merely changing the tempo.

X. Ferdinand. A very realistic Ferdinand acted his part true to form, together with the matador, picadors, ladies in audience, etc., while his life story was being read.

XI. Violin Solos.

XII. Cake Walk.

XIII. Gilbert and Sullivan Medley—by the Glee Club, all in costume.

A 25-cent admission to the Spot-lite Antics always guarantees a capacity house.

On Saturday, the circus took place in the gymnasium and the side-shows were opened, with barkers advertising them, in the corridors. The gym classes in both senior and junior high schools put on the circus, which consisted of tumbling clowns, acrobatic groups, animals, dancing, slapstick antics, etc. The circus and side-shows alternated every fifteen minutes, the latter closing their doors while the circus was going on.

From year to year, the side-shows, which were always put on by the junior high classes, varied. The manual training room may be used one year for a freak show and the next for a pet show—always a favorite with the younger pupils. The benches in this room are especially suited for these two shows. In connection with the pet show, we are sometimes able to secure ponies on which the smaller children are given rides around the campus.

A comic strip show was given in the manual training room one year with hilarious success.

In another classroom a puppet show was going on, archery in a second room, and moving pictures in a third, while a Fun House

occupied another room, and a Hobby Show still another.

One year an old-fashioned music box was utilized as a hand organ with a swarthy grinder to turn the crank and a very realistic monkey (the smallest boy in the Junior High) to run in and out of the crowd, turning his pathetic little face (a mask) up to the people and holding out a tiny brown paw for the pennies. Few could resist the appeal and many coins were dropped in it.

Another year we used the sewing room for a doll show, where two hundred dolls and doll furniture were on exhibition. Not only were dolls large and small, dolls expensive and cheap, dolls one year old and dolls a hundred, to be found in this exhibit, but really unique ones and some from foreign lands. The school nurse borrowed from the Nurses' Association in a near-by city an exhibit of good-sized dolls dressed to represent the different costumes worn by district nurses since the introduction of district nursing into the community. A set of dolls from India illustrating the different castes in that country was shown under a glass case.

So much antique doll furniture and so many old fashioned dolls were loaned that one corner of the room was fitted up as a colonial bedroom opening into a colonial kitchen. A table of miniature dolls was attractive. A large doll house was borrowed from a near-by kindergarten Sunday school, and from its portals down the walk and out on the green lawn we arranged a bridal party and guests. Of great interest to the younger portion of the audience, boys as well as girls, was a large, beautiful creature who could say her prayers, repeat part of the multiplication table, and had a repertoire of four or five songs.

We borrowed from a down-town merchant metal frames or standards, twelve or fourteen inches high, to be used in the store windows as supports for merchandise. With these we were able to stand the dolls upright which made a much more attractive display.

But the piece de resistance was a long table in the center of the room carefully covered until the last moment, on which were displayed the faculty's dolls. These had been surreptitiously obtained by the committee, some dolls having been sent to them by relatives of the teachers in distant cities. And when the superintendent of schools was led up to the table and saw a large doll in a high chair with a placard which said that "Little J—played with this at the tender age of five," the look on his face was worth the price of admission. It is unnecessary to state that a good-sized audience had been gathered in to witness that look, which incidentally heaped the coffers with dimes. It was astonishing how many boys and men cared to see in to see that purely feminine exhibit.

Around the gymnasium and in the corridors, throughout the entire Fun Frolic, were booths in charge of the pupils where all sorts of eatables were sold. As a rule everything was sold out the first day and a new supply had to be obtained.

On Saturday night came the alumni dance in the town hall. Here the auditorium was larger than the school assembly hall or the gymnasium. Then, too, by having the dance in another building it obviated the necessity of clearing away the debris in the school building—and there was much—in so short a time.

Graduates for the past ten years had been contacted and urged to attend this dance. It was also suggested that classes hold their reunions on that day, perhaps with banquets, etc., and then attend the dance in the evening. Saturday was a day favorable to reunions because more men were able to attend. This alumni dance has been a feature of the school Fun Frolic for the past two years. We expect the dance and the reunions to become an annual event.

About a week before the Fun Frolic took place, the chairman of all the committees, accompanied by an elephant, a monkey or a clown, visited the grade schools and painted so dramatic a picture of the glories of this year's program that every youngster, as he wriggled with delightful anticipations, sternly resolved to forgo candy, ice cream and the movies, that the pennies saved might buy him admission to all these delights.

The art classes did their part also, as snappy posters in many store windows testified.

And were there rewards other than pecuniary ones to be gained from all this preparation, this hard work, the anxiety on the part of the teachers, and a natural hesitancy about starting in anew on the project, all the noise and confusion and litter and the let-down afterwards? Yes. Let me list some of the worthwhile results.

1. Increased interest in school activities on the part of the pupils.
2. Co-operation. Every boy and girl in both senior and junior high school given an opportunity to take some part.
3. Initiative. Appeal of the pupils' own production in a program.
4. Healthful competition.
5. Loyalty—to class, to organization, to school.

The financial success of the Fun Frolic has always been gratifying. In our rather small school we net on an average between \$225 and \$300.

"It is a great folly not to part with your own faults, which is possible, but to try instead to escape from other people's faults, which is impossible."—*Marcus Aurelius*.

A High School Dance Orchestra

EVERY school has its quota of boys and girls in the music department who want to play "swing" music. Almost every school has need of, and hires, orchestras for its social occasions throughout the school year.

Some schools have attempted to solve this problem by allowing those so inclined, to organize; and as a rule some teacher is assigned to the task of sponsoring the group. It doesn't always work out that even a musically inclined faculty member can be found who has enough free time for this activity. Sometimes the faculty director merely sits in on the rehearsals and allows the boys to do their own rehearsing. Then there develops in the orchestra too numerous bosses. The boys soon get big ideas and want to play "outside" engagements, and real complications set in as all know who have tried this arrangement.

In the Chambersburg High School four years ago a group approached the principal for permission to start such an organization. The band director had a full schedule and was unable to take charge of the new organization. The orchestra was assigned to the writer, who had formerly taught music.

The principal and the writer drew up a set of regulations which have prevented trou-

PHILIP H. YOUNG

*Chambersburg High School,
Chambersburg, Pennsylvania*

ble for four years. Some of these are as follows:

(1) All money earned goes into the music fund (we are paid \$10 a school dance).

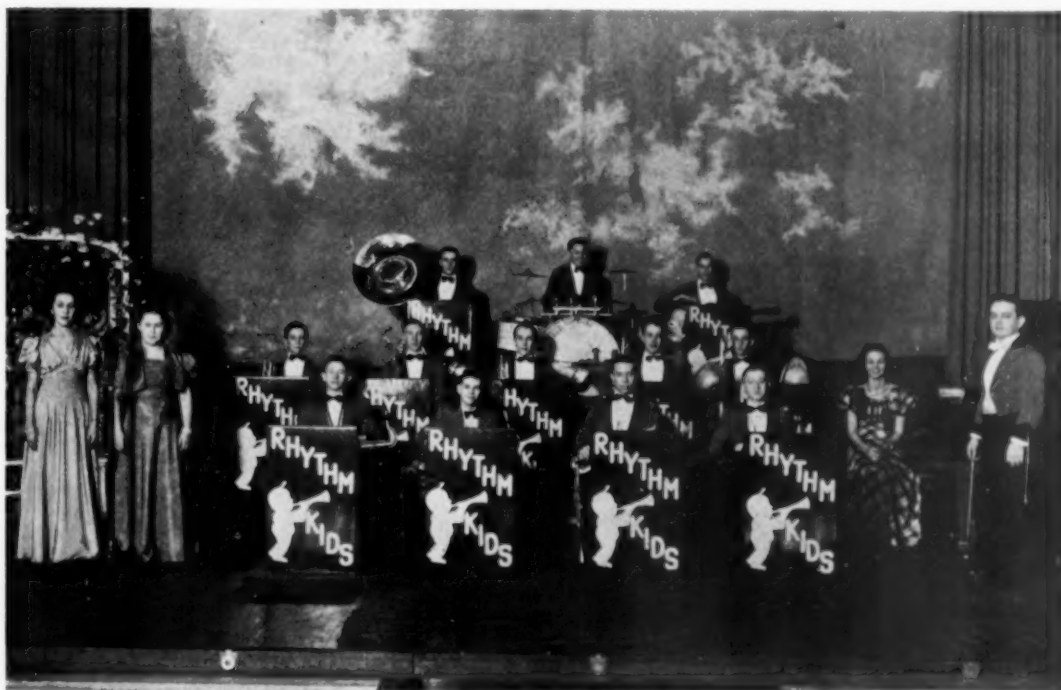
(2) All expenses are paid from the music fund.

(3) No outside engagements are taken unless the requests come through the office and have the approval of the principal.

(4) At the end of the year a banquet is held for the members. This is their only pay for the year. Last year the members voted to take the money and make recordings of their work.

These few regulations have produced a smooth running extra - curricular activity which has saved the school money in the hiring of dance orchestras and has developed its musicians in a type of music into which a great majority of the graduate students drift.

Each year the try-outs are held for vacancies caused by graduation of members. Needless to say, there are many applicants for all



Chambersburg High School Dance Orchestra

vacancies. Five brass, four saxes, and four rhythm, plus two vocalists, make up the band.

Rehearsals are conducted on the same basis as those of any other band or orchestra. They are held twice weekly, more frequently when needed. Everyone is present at rehearsals. They are interested in the type of music they are playing.

To give some of the older boys a chance to get experience in directing, a second dance orchestra was formed along the same lines as the first dance orchestra. This acts as a feeder for the first. This group gets its experience by playing for club parties and occasionally for noon dancing.

The first dance orchestra plays for all the school dances, one assembly program, broadcasts occasionally, and plays one theatre date annually at the local motion picture house. It played for the annual ball of the "Pennsylvania Vocational Association" held at Penn Hall, June, 1938.

There are many teachers and laymen who would throw up their hands at the idea of a dance orchestra in the high school, but the idea also has its staunch defenders. To see this organization you can realize that many of the character traits for which the school is responsible are being developed in this extra-curricular activity. The members have learned the value of being punctual, for in the four years not one member has been late for an engagement. Co-operation is needed in a dance orchestra in many ways. The matter of "setting up" and "tearing down" is a matter of which the boys themselves take charge. Personal appearance comes to the front in this organization, as can be seen from the picture of the group; the members of this band are well aware of this fact. The uniform idea was self-initiated. Through this group, better music readers are produced because of the great amount of practice received in a variety of types of arrangements played.

A Mimeographed Yearbook

(Continued from page 248)

book should be decided upon. It is best to have a theme relating to the community or school life. The art committee, or preferably an Art Club, can work on designs and borders for the cover, the opening pages and divisions of the book. Through this work the individuality and originality of the pupils are brought out. As many communities in North Carolina had their first public schools about one hundred years ago, an interesting theme for a yearbook would be the progress of schools in local communities. With growth of education in local communities as a theme, many original ideas can be worked out.

The mimeographed yearbook requires not

only the work of members of the staff but many clubs can be called upon for definite work. The Art Club may design and make backs. Great care must be exercised in pasting the corners of the pictures down and in getting the pictures straight. Any club enjoys being given a responsible part in producing a yearbook.

The Photography Club should be made up of students from all classes in order that pupils of all grades can be getting the experience in photography. This club must be interested in the annual and be willing to work outside of regular activity periods as many months of work is necessary to produce pictures. The more pictures there are in the yearbook, the better the pupils like it.

Members of the typing department or outstanding typing students cut all stencils. Several people should be familiar enough with the mimeograph machine to assume the responsibility of the finished pages.

This kind of yearbook involves no small amount of work and time, but the values make the project well worth-while. For very little money the student has a book that reveals the life, the ideals, and atmosphere of the entire school. The large amount of work and responsibility is given to many rather than a few. The pupils actually produce the book and as a result take more pride in working on it. With each year the yearbook grows in value.

"The generation of which I speak is a wretched, soft one and we are to blame. We've been trying to invent a sweet, pretty, ready-made world to hand to young people. But that has been downright silly, because the world is in chaos, and the sooner we teach young people that it is, the better off this country will be."—Walter B. Pitkin.

"In America we don't train anyone to work any more. We damn youth, and youth isn't to blame. Youth is trained to live only when it is trained to earn a living. . . . Not more than 15 per cent of the young people can be absorbed by what we call the white-collar profession. . . . but we are making no effort to teach the other 85 per cent how to make a living, how to work with their hands."—Pres. James E. Brown of John Brown University.

"It is all very well to tell me that a young man has distinguished himself by a brilliant first speech. He may go on, or he may be satisfied with his first triumph; but show me a young man who has not succeeded at first, and nevertheless has gone on, and I will back that young man to do better than most of those who have succeeded at the first trial."—C. J. Fox.

A Ship Shape Banquet

KEITH PARRY

High School, Maquon, Illinois

EACH year the junior classes of the smaller high schools plan to give the senior class a reception. Among the chief worries of the class and their adviser is that of decorating for the occasion. I shall attempt to describe the decorations used last spring by the junior class of Maquon Community High School, Maquon, Illinois.

After a number of class meetings and discussions it was decided to construct a ship in which the banquet could be served. The idea carried out in the banquet was that of a ship leaving Hawaii en route to continental United States.

The juniors and their guests, numbering fifty-six in all, entered the ship on the gangplank. As they passed on to the gangplank the waitresses placed the Hawaiian symbol of friendship, the lei, around the neck of each. These leis were sent for the occasion by Miss Chidori Ogawa, a Japanese girl who is a native of Hawaii and a friend of Mrs. Keith Parry, the wife of the junior adviser.

Ralph Manley of Knoxville, Illinois, played "Aloha" on the xylophone as the people entered the ship and again as they were leaving. Mr. Manley also played a number of Hawaiian selections during the serving of the three course dinner.

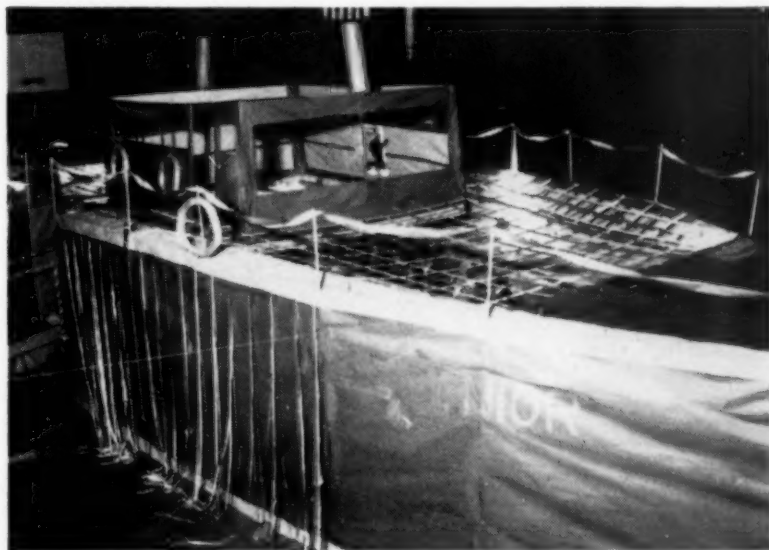
Beautiful tables decorated in typical Hawaiian fashion caught the eye of everyone. The red rose, the class flower, and fern leaves were strewn on the table. Canoes made of construction paper covered with blue cellophane served as nut cups. The name of each

individual was written with aluminum paint on the side of the canoe taking the place of place cards. Inside the canoes were small paddles made of construction paper.

The menus and programs at each plate were cut out of paper in the shape of the Island of Hawaii. The program was written both in Hawaiian and English languages. The program was: Address of Welcome, given by the junior class president; Response, senior class president; the Meaning of Lei; vocal solo, "Sweet Leilani"; Farewells; Start of the Voyage; Mid-Ocean; Storms, Icebergs, and Threatening Reefs; Distant Glimmer of Lights from Port; Entrance to Actual Life; vocal duet, "Aloha," sung by two seniors.

The hull of the ship was made of wooden strips, one inch by one and one-half inches. An outline of the base of the ship was drawn upon the gymnasium floor with chalk. The wood frame was then pulled into this shape. The next step was to make another form just like the base only a little longer. This form was then raised in front to the desired height, which was eight feet six inches. Supports were then placed upon the base to hold up the top portion. It was necessary to guy the top at many points in order to keep it from toppling over. As the supports were placed into their respective positions, each one was cut a few inches shorter than the preceding one in order that the ship could give a person the impression that it was partially loaded. A drop from eight feet six inches in front to six feet six inches in back was used. After the supports were placed and braced, the ribs were placed in the sides. The ribs were made of pine strips sawed one inch by one-half inch and varied in length to the portion of the ship to be used. As these pieces were very thin, consequently they were very easily bent and at the base they were nailed and at the top were sprung out ten inches thus giving the appearance of the side of a ship. A total of fifteen ribs were placed on each side.

The cabin was next built. It was four feet above the top of the



The Good Ship "Senior"

ship and was set in two feet on each side thus making it twelve feet wide and twelve feet long. Upon the top of the cabin were placed the two smoke stacks, which were made of cardboard covered with wrapping paper.

The frame of the ship now being completed it was necessary to build a gangplank. This was constructed of two two inches by twelve inches by fourteen foot planks which ran from the floor to a stairs that was placed inside the ship. The gangplank was raised three feet to this stairs in order that the guests could get an imaginative experience of entering the ship.

A false door was made in the rear of the frame in order that the waitresses might enter.

The frame of the ship was now complete with an inside dimension of sixty feet long through the middle and sixteen feet wide at the widest point, which was seventeen feet from the front end. The front end was eight and one-half feet high and the rear end was six and one-half feet high.

The hull of the ship was then covered on the outside with blue wrapping paper. The strips ran horizontally and were tacked to the ribs with carpet tacks which had small pieces of cardboard on them to prevent their tearing the paper. Care was taken that the paper was placed on the sides from bottom to top, each strip overlapping the lower.

The inside of the ship was covered with white wrapping paper so as to give the ship the appearance of interior decorations. The seams between the strips of white paper on the inside were covered with small strips of blue to all luster. Between each rib the paper was pinned very close to give the appearance of one solid sheet.

The deck of the ship was covered with crepe paper strips cut in two inch widths. It was woven in checker board style with the class colors of blue and silver.

Indirect pin-up wall lamps illuminated the ship. The top of the cabin was not covered in order that the heat might have a place to escape, as ventilation was secured by means of electric fans.

The financial part of this project was taken care of by the funds from the previous class functions. The total cost of the ship itself was less than ten dollars.

The writer feels that such a project was well worth the time and money spent because



Inside the Sixty-Foot Craft

it was entirely carried on by student initiative. The students conceived their idea from a picture in the encyclopedia and were willing to work and figure the construction out for themselves. There being very little supervision on the part of the adviser in regard to its construction made the students feel that they had accomplished a purpose which they had set out to do. It also afforded a great opportunity for the students to use their own creative expression.

The French Club and the Community

(Continued from page 236)

be the acquaintance of native French people whom they may come to know during their investigations. Nearly every community has one or two members born in France or in French families who are only too glad to find people interested in their native country. They are usually most generous in imparting all sorts of interesting information about French life and in conversing with the students in French.

From club activities of this sort the students increase their knowledge both of France and their own community. They may further serve the interests of both by interpreting France to the community. Now especially America's interest in European countries is rising to a great pitch; now especially she needs to understand those countries, their people, their ways of thought, their ideals and their manner of living.

The French Club can serve its community admirably with exhibits, programs of plays and music, articles and essays in the school paper and perhaps occasionally in the town paper. Students who collect books, china, pictures, laces, examples of French money, clothes, and bits of French handwork, and who label and prepare explanations for the

articles exhibited will learn much about French life. The townspeople who visit the exhibits will learn, too. They learn again when they attend a soiree of French music, dances, and skits illustrating typically French scenes and people.

These are not easy, simple services which a club may render to its community but they are worth the effort. They will have at least three desirable results: the satisfaction of the student in his own wider knowledge and a sense of having imparted worth-while information to other people; an added interest in the school and its activities on the part of the townspeople; a greater understanding of the French people, their problems, and their contributions to our cultural development on the part of all, including the students who have brought it about.

Play-Fair

CHARLOTTE McMINN

Benjamin Franklin Junior High School,
Uniontown, Pennsylvania

IN A sincere effort to meet that so-often-given and almost-as-often-justified criticism of the extra-curricular activity program that "only the select few participate," Benjamin Franklin Junior High School, Uniontown, Pennsylvania, arrived at a unique plan for the annual physical education demonstration. It was named "Play-Fair" by the principal.

Formerly the demonstrations were poorly attended by the patrons, and little interest was aroused. There seemed to be a feeling of boredom. These demonstrations were free to the public, and as a result the boys and girls from outside the school district came and took the seats which should have been saved for patrons.

To the faculty it seemed advisable to dress up the old demonstration and have continuity to the program. In order to do this, it was necessary to charge a small fee to defray expenses of production. This, also, very nicely did away with the group of undesirables. Another reason for charging admission is the fact that if no admission is charged, the patrons feel that the spectacle isn't worth attending.

Play-Fair, as the name suggests, aims to give the pupils, and likewise the patrons, ideas on how to play fairly, and to be good sports.

Since all children, unless they have doctor's certificates, take physical education, they are most certain to be on the program. There is little real preparation as most of the numbers are dressed-up, regular class activities. The program for a school year follows. The year is divided into four seasons, giving the most representative sport of each of the months.

EXHIBIT I—SPRING

March

Irish Dance7 A-B-E Girls
Irish Stick Dance8 C Boys

April

Umbrella Dance7 C-D Girls
Calisthenic Drill9 D-E Girls

May

May Pole Dance7 A-B Girls
Marching Drill8 A-B Boys

EXHIBIT II—SUMMER

June

Volley Ball9 H-K-L Girls
BadmintonSelected Boys

July

Relays8 C-D-E Girls
1. Merry-Go-Round
2. Skin-the-Snake

August

RodeoBoys Leader Corps

EXHIBIT III—FALL

September

Touch Football8 D-E Boys
Soccer7 A-B Boys

October

Square DanceSelected Groups
Big AppleDancing Club and 9 A-B Boys

November

Marching Drill9 A-B Girls

EXHIBIT IV—WINTER

December

Tumbling and PyramidsBoys and Girls
Tumbling Club9 C-H Boys

January

Basketball Games9 A vs. 9 D-E Girls
Demonstration of BasketballBoys

February

Minuet8 A-B Girls

Finale

School SongStudent Body
Star Spangled BannerAudience

The most popular numbers are games with opposing sides and marching drills. It seems that marching formations have a fascination for the average person, and the applause has been greater for them than for any other number. Because of the current interest in the Big Apple, it too won quite a bit of applause.

For our calisthenic drill, we experimented with phosphorescent material. Paper gloves were made and painted with phosphorescent paint. With the lights turned out and a certain type of spotlight one sees during the drill only the painted parts.

Benjamin Franklin Junior High School has found this plan for its physical education demonstration to be quite successful, for there is no other activity which so nearly includes the entire school, and there is no other activity so well attended by the patrons.

Basketball as Seen by a Mountain Man

BASKETBALL and other athletic sports were at first distrusted by the older people of a Kentucky mountain community where I taught for three years in a small settlement school. The mountain folk feared that these "outland frolics," as they called them, would crowd out the old time social pleasures of their area. Gradually, as this fear was found to be needless, the "outland sports" were accepted as a legitimate form of "pleasurement."

At a corn shucking held at Lize Isaac's home in this mountain community Nelt, a middle-aged mountain man, said, as the crowd was leaving, that he was convinced at last that "the old time gatherings hadn't been left off for larning, and he figured he aimed to go to the next basketball game at the school since he weren't feared no more that such outland frolics would kill off the old time frolics in the mountain country."

The next week Nelt appeared at a basketball game, and this open expression of his approval of such sports led many other mountain folk to decide in favor of basketball, for Nelt was the leader of the community. I am giving the account of Nelt's first basketball game in the words of one of his mountain friends who came with Nelt, and whom I heard relaying this story to others who did not attend the game on that occasion.

"I brung a load of lumber," said Nelt, coming into the playhouse at the school. "And I lowed to Sary I aimed to let ever'thing drap and come into this here play-house and see that air Ishmael and Squire of ourn play basketball agin them boys from over on Kingdom Come. Sary she never keered to come fer the noise, and not knowing how the playing goes. Iffen you gals and the Little Teacher air minded for me to, I'll jest set here by you so's you kin tell whenever I don't get it straight."

Right soon after Nelt sat down the boys came in wearing long drawers and shirts and started to run around and throw the ball to git limbered up fore they began to play. The two sides had different colored clothes on so folks could tell which side they were on.

"Kin a person swap sides iffen his side ain't beating?" Nelt asked the Little Teacher. "But then I don't reckon they'd likely want to. I cain't fancy Ishmael and Squire playing on the side of them Kingdom Come fellers."

The two coach men on the different sides came out and talked amongst theyselves. The girls next to Nelt told him who the coach men were when Nelt asked.

"Shore I heared Ishmael tell about his

MARIE CAMPBELL

*The Berry Public Schools,
Mount Berry, Georgia*

coach man." Nelt said. "He airs the one what tells 'em when to put on their clothes and pull 'em off and who to throw the ball to and he rubs on liniment and ties 'em up in sticky rags whenever they git hurt."

"Law now!" Nelt spoke out whenever the boys started pulling off their long drawers and shirts excepting a few that sat back on the bench all modest like their Mammy's larned them.

"I shore aim to git atter that Ishmael," said Nelt. "Them boys ain't got skeercely nothing left on 'em, though fer a fact they air that-decent they don't leave nothing but their arms and legs sticking out bare-naked but they's a heap of raw hide showing anyhow."

"You say ever time Ishmael gits that air ball to go through that air hoop hit counts for his side? Now that air low-down scamp done missed two times! Iffen them hoops was three-four times as big as they air he could hit 'em ever time and iffen them Kingdom Come fellers would stand off and let him be. Next time he misses I air a-going right out there and tell him to knock 'em winding. There now, he misses --."

And Nelt traipsed out in the middle of the floor and grabbed Ishmael by the arms as he raced by and hollered, "You make that air ball go in there, no matter who all you got to lay flat."

Nelt were sorry he made a mistake when Ishmael told him they would count off on his side for Nelt butting in. Nelt came creeping back to his seat saying half way to hisself, "Pears like you kin say nigh anything long as you don't step over that there black line to say hit. I weren't making noways the noise them gals were, a-yelling like they would bust their necks. I reckon I got to larn the manners of watching this here game."

Nelt aimed to stay quiet and not say ary other word enduring the game but purty soon he bust out asking questions.

One of the girls set out to keep Nelt straight in his mind on who was beating and he stayed still and watched till the crowd started to break up.

"You mean hit's over?" he asked the girl who was telling him. "Tother side don't pear mad on account of the boys in this settlement beat 'em. There now, our boys air hollering fer tother side. Hit do beat all, but I shore ain't going to miss no more games here to

the school though I ain't no call to foller round to other places."

Nelt went out with the crowd not wanting to speak to Ishmael till he got his clothes on. Outside the playhouse he met up with the Biggest Teacher.

"I got that air lumber pitched offen the wagon," he told her, "and here air the bills. Hit shore did pleasure me a heap a-seeing Ishmael play. He started hit last year but I wouldn't never come look, fearing sich outland frolics would kill out the old time gatherings. But you allus had them meetings of a Sunday evenings—a-singing the old time song ballets and you been leaving the mountain younguns think they ain't got no call to be shamed of the olden time things. And the olden time gatherings ain't passed away. So's I ain't got no call to fault you for having outland pleasurements to give the younguns their happy."

The Biggest Teacher laughed at Nelt and lowed a heap of mountain ways were safe from larning.

Democracy and Extra-Curricular Activities

(Continued from page 239)

as junior citizens in co-operative school government and their assured future needs as active citizens in American self-government.

"If the American ideal of democracy is to be realized, the youth of the land must know what the term 'government' actually connotes. In no way will a child arrive at this knowledge more quickly than through the avenue of experience. Vest in him proper authority, make him an assistant executive in school management, and he will concretely learn the core idea of government which would otherwise have remained an abstraction. . . . To the youth of our land, no civic lessons are more vital than those which lead them to distinguish between selfish authority based on egotism, and real authority guaranteeing justice and protection to all. It is equally vital that they be led to distinguish between the splendid ambition inspiring to noble endeavor, and the ruthless ambition which tramples relentlessly on the rights and privileges of others."¹¹

Thus we see that the home room in a democratic school system forms an excellent setting for a subdivision, a precinct, a county, or a state, as it were, in the larger democratic community, the school. The home room unit acts both as a creative or legislative agency in helping to make school legislation either directly or by duly elected representatives, and as an administrative agency in helping to administer the various rules of the school. In participating in the various activities outlined above the pupil learns to love

democracy and to be democratic by doing democratic acts and thinking democratic thoughts.

Then, if democracy is to live and cherish, if our present form of government shall continue to progress toward the ideal imagined by our American forefathers, the boys and girls of each succeeding generation must be actively trained to participate, not passively, but actively and genuinely in democracy. To quote again from McKown: "If he is to live in a democracy, it is but reasonable that he should be prepared for it, not only by learning about it, but also by having actual contact with it. . . . As he nears the time when he will take his place as a free man he must be taught the obligations and responsibilities of his coming membership in a democratic state. If he is not taught to assume these duties gradually and thoroughly, he will not be able to perform them successfully when they are thrust upon him. Training in a democ-

(Continued on page 272)

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News Notes and Comments

February Front Cover

A tally-ho at the hobby fair of Peter Burnett Junior High School, San Jose, California; a capella choir at North Texas State Teachers College, Denton, Texas; and a commencement scene at Excelsior Springs High School, Excelsior Springs, Mo.

An Allied Youth dinner will be held in connection with the St. Louis convention, February 26. For further information, write W. Roy Breg, Secretary, Washington, D. C.

The De Vry Corporation has just completed a plan whereby schools may rent or buy a modern motion picture sound projector and select their own films for a complete audio-visual education program. The total cost is but a trifle more than that formerly paid as rental on silent films alone.

Assembly Programs

Assembly programs devoted to the promulgation of American ideals and democracy, tolerance and freedom, will be held in all the public schools of Buffalo, in accordance with a resolution unanimously adopted by the Buffalo board of education. The resolution follows:

WHEREAS, There is manifest the great need to build conscious barriers against conditions destructive of democracy, and to renew and reaffirm our faith in American democracy; therefore be it

Resolved, That in every public school in the city of Buffalo, assemblies be devoted to the promulgation of American ideals and democracy, tolerance and freedom for all men; that these assemblies be devoted to making the children of our Nation aware of the contributions of all races and nationalities to the growth and development of American democracy; that the programs for all these assemblies be based on the social and political history of the United States; and that these programs present the contributions of all races and nationalities in a way such as to develop esteem, respect, good will and tolerance among students and teachers in all the schools; and be it further

Resolved, That the superintendent of schools of the city of Buffalo be instructed and empowered to take all necessary steps for the immediate and effective furtherance of the above resolution, and that the superintendent of schools shall so instruct the principals, and require official reports by them of such assemblies.—*Character and Citizenship.*

A report has been published of the Second National Conference on the College Training of Recreation Leaders, held at Chapel Hill, North Carolina, last April. This is a book of sixty-four pages.

Springfield, Mass.—“In our American universities and colleges many students are being driven to insanity or at least to nervous breakdowns by high academic pressure and low physical education requirement,” Dr. John M. Harmon, director of athletics at Boston University, said here recently.—*Journal of Education.*

American Education Week—1940

“Education for the Common Defense” has been announced as the program topic for the 1940 American Education Week. This year Canada will observe Education Week with the people of the United States, looking forward to its being celebrated by all republics of the Western Hemisphere.

Democracy

Mark Twain once said that everybody complained about the weather but no one did anything about it. That is true, and in a like manner it is true that in these perilous days everyone talks about Democracy, but few do anything about it. Usually those who talk the most about Democracy, do the least about it. Those who do most of the talking want to be sure that the gun is loaded for their own ends. Really, there can be no Democracy in school matters or in anything else until those who talk about Democracy are willing to practice it as well as to preach it. This means a willingness to recognize the dignity and the honor of the other individual's personality. Let's quit talking about Democracy and do something about it.—*F. L. Pinet, Editor of the Kansas Teacher.*

Sponsor Publication

The committee on motion pictures of the department of secondary education of the National Education Association has formulated its aims in a 10-point program. One of these aims is to sponsor the publication of suggestive study guides to selected photoplays. In line with the aims of this committee, Educational and Recreational Guides, Inc., 1501 Broadway, New York City, is issuing a series of photoplay studies as guides to an understanding and appreciation of the photoplays included in the series.—*School Life.*

Questions from the Floor

By THE EDITOR

- *Is there a tendency at the present time for the much discussed subsidizing of college athletes to carry over to the high school?* METZ CHERRY, Kennett, Mo.

Very little. High school students usually attend the school supported by the district in which they live. In larger cities in which there are several high schools there is some opportunity for a student to attend an other-than-neighboring institution. And, of course, it is entirely possible for him to "move into" another district and establish his "residence" for the school term. Undoubtedly, both of these procedures have been followed in some instances, but considering the schools of the country as a whole, these cases have been relatively rare. Both are usually inconvenient.

Another reason for the lack of subsidizing of high school athletes is the lack of organized subsidizing support—alumni association, athlete-scouting committees, etc.—that is common in collegiate circles. The average high school graduate does not become quite so excited about the athletic record of his alma mater as does the college alumnus. High school stadiums, field houses, etc., are provided by the public and are rarely paid for out of the profits from athletics. Hence, the demand for a "winner" is not so pronounced in the secondary school as in the college. A final reason is that although high school administrations may not have higher ideals than college authorities, at least they are more able to make them function in preventing unethical athletic practices.

- *Should a teacher be allowed to sponsor more than one activity, plus her home room, if there are enough teachers in the school to avoid this?* FLEETA M. HASKINS, Miami, Fla.

The usual school policy is to assign every teacher to at least one activity, and, perhaps, in general, provided the teacher is properly assigned, this is a good plan. The weak point in this procedure is indicated by the expression, "provided she is properly assigned." This means not only that she is assigned to an activity in which she is interested and competent, but also that she is not assigned too many or too few responsibilities. A successful and versatile sponsor is in danger of being assigned too many. This is complimentary to her, but, too, it may prove burdensome and unfair.

Not all teachers make good sponsors of clubs, home rooms, councils, publications,

classes, or other activities, any more than they all make good swimming instructors, baseball coaches, or teachers of algebra. A more or less indiscriminate assignment of an extra-curricular activity load is as stupid as a similar assignment of a curricular schedule.

In many schools now some of the teachers are assigned more than one club, home room, or other activity, and their regular teaching loads correlatively decreased; and some teachers are assigned few or no activities and their curricular loads correlatively increased. Although, obviously, it is desirable that all teachers should participate in the extra-curricular program, yet due to teachers' interests, experience, and competencies, this may not always be possible. In such instances, the above procedures are perfectly justifiable.

- *Does the purely recreational type of assembly—"Popeye" comedies, etc.—have a place in the school?* CAROLINE EASLEY, Greenville, S. C.

Assuming that this question refers to the use of such pictures in the general assembly period, our answer is NO. The assembly is potentially one of the most important educational settings of the school, and purely entertainment material is out of place in it—unless such material is being utilized in teaching discrimination in entertainment-consumption, as it usually is not. On the other hand, there may be a place for this type of material during noon and other recreational periods, and at parties, evening programs, and similar social events where the main emphasis is on fun.

- *Should there be "100 per cent" money drives for the Red Cross and other similar organizations in the schools?* MAY NOEL, Nashville, Tenn.

We doubt it. We believe that there are still entirely too many of such drives in American schools. Some of these outside organizations represent worth-while services and activities, but they should be supported by the adults who handle the family's money. True, pupil contributions, even though small, will help to build up an interest in these organizations and their work. However, in almost any school there are children who are not able to contribute and these are of course "put on the spot," and, as a result, are unnecessarily embarrassed. Naturally, high-pressured contributing will ultimately be detrimental to the organization because of the

poor pupil attitude it encourages. If the drive is on the basis of rooms it will be unfair, because some families will be represented in several rooms. The important thing to remember is that forced and high-pressured giving is never intelligent and wholesome giving.

- How often should club and home room officers be elected? WILLIAM A. BLACK, Fort Scott, Kansas.

Club officers are usually elected for one semester, probably because club membership runs for this period—and this appears to be a justifiable practice. The terms of home room officers vary much more widely, in fact, from a week or two to three or four years. Probably here, too, a one-semester term of office represents good practice. Certainly this is the case where the home room membership changes each semester. Comparatively frequent changes of officers, say twice a year, will add novelty and interest, give rather ample opportunities for office holding, and, in the case of inefficient officers, provide for their early removal.

- If there are several members of the faculty who are capable of sponsoring assembly programs, should the same teacher sponsor the programs for several consecutive years, or should a different teacher sponsor them each year? EUGENIA COOK, Selma, Ala.

It is our humble opinion that a general permanently organized teacher-student committee, which discovers and capitalizes both faculty and student body interests, abilities, and contacts, is far preferable to either of these two plans. Although the committee is permanent, of course its personnel may change somewhat from year to year—not too much, however, if experience and competency in assembly presentations are desired. Planning, organizing, and promoting a year's schedule of assembly programs cannot be done effectively by one teacher—unless she has little or nothing else to do. And even in such instances, a representation of all of the school's interests, abilities, and contacts, should be provided.

- What are some good books dealing with the practical phases of puppetry? VERNON LAVAL, Chaffee, Mo.

The following will be found valuable: R. Bufano, *Be a Puppet Showman*, D. Appleton-Century Company, Inc., 1933; B. A. Ficklen, *A Handbook of Fist Puppets*, Frederick A. Stokes Company, 1935; R. B. Invararity, *A Manual of Puppetry*, University of Washington Bookstore, 1936; W. H. Mills and L. M. Dunn, *Marionettes, Masks, and Shadows*, Doubleday Doran and Company, Inc., 1937; M. K.

Soifer, *With Puppets, Mimes, and Shadows*, The Furrow Press, 1936; and H. W. Whanslaw, *Puppetry for Home and School*, Thomas Nelson and Sons, 1936. Pertinent material may also be obtained from Paul McPharlin, publisher of Puppetry Imprints, Birmingham, Mich. Send for catalogue.

- Will the tendency towards increased class size change the general recommendations for the size of home room groups? J. V. STRIPLING, Gladewater, Tex.

Class size, like some other traditions in educational administration, has just grown up without much rhyme or reason. For a long time it has been assumed that the average teacher can handle adequately and efficiently only twenty-five or thirty students. At the present time there is less faith in this magic number. It is well known that some teachers in some subjects and in some types of work can teach two or three times this number, and that the same teacher, in the same subject, but in other types of work can teach only half this number. However, due to a number of reasons, one of which is expense, there is a tendency for classes to be larger than formerly.

Similarly, with the home room. Home room groups have tended to be of about the same size as class groups largely for one reason only—the size of the classrooms. Here again, as has been pointed out before, in some types of home room activity a teacher can probably teach seventy-five or a hundred or more students just as effectively as thirty; and in other types of work she can teach fewer more profitably. Probably, for the present at least, the determining factor in home room group size will be the capacity of the rooms available.

"Probably more potentially good voices are ruined in one season of football games than all the speech teachers can remedy."—L. B. Prillaman.



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How We Do It

C. E. ERICKSON, *Department Editor*

The usual pattern for this department has been changed this month. A committee of graduate students (most of them are experienced teachers) has assumed the responsibility of developing all of the following items. They are reporting their own observations as a result of participation as a student, a teacher, or a visitor. These reports are used as evidences of unusually worth-while projects and in no sense do they reflect any criticisms of the schools mentioned.

Editorial—Pushing Back the Boundaries of Recreation

MARY WHEELER

During the past twenty years schools have spent a considerable amount of time and money in building recreational programs which have made it possible for students to participate in many different kinds of games and sports. Expensive equipment and valuable space have been provided for intramural sports programs so that large numbers of students could have the joy of playing together in wholesome recreational activity.

With the increasing emphasis on the recognition of individual differences, however, there is going to be a need for widening our concept of recreation. Sports and games are one kind of recreational activity; there are many other forms of recreation which could be made available to students. The girl who has to go home from school and clean the house and prepare the meals is not likely to seek recreation in strenuous physical activity. The boy who works half the night in a garage does not have the energy to play basketball in his brief leisure moments.

The schools have within their present set-up many unusual resources for providing a variety of recreational pursuits for the students who are not interested in, or are unable to participate in sports. The art department, for instance, could open up its rooms and supplies for an hour after school to boys and girls who may not take art as a subject, or who may not have any special talent in art, but who enjoy working with art materials and derive a real sense of recreation from this experience. Likewise, the music department could make available instruments for children to play, just for the pleasure of playing, and good records for them to listen to at their leisure. This idea could be extended to other departments, home economics and manual arts, especially. The keynote should be informality.

At 3:15 we have closed and locked up the

materials of these departments, while at the same time we have thrown wide the doors of the gymnasium, swimming pools and play fields. If the recreational program of the school is to be adapted to the great variety of interests and needs of students, we will have to open up these many other valuable resources for recreational activity, thereby widening the boundaries of recreation and enriching the leisure time opportunities of the school.

'Guinea Pigs'

FRANCES NOWLIN

The Maine Township High School of Des Plaines and Park Ridge, Illinois, was faced with the problem of an overflowing study hall, a problem which the music supervisor was called upon to help solve. Three days a week certain of these students report to a class which the supervisor himself calls his "Guinea Pig Class" but which the class terms itself the "Popular American Music Class." These students, for the greater part, are those who are not enrolled in any musical organization of the school—band, orchestra, or a capella chorus. Consequently, an entirely different type of class is found.

By Mr. A. M. Harley this group is called his "Guinea Pig Class" because he is "experimenting" with these students to see if music can't be made a service to them, to see if these students can't be reached through some phase of music. Here the students bring to their "P.A.M." class records which they have heard and particularly liked; the local music store furnishes records and the teacher chooses certain recordings to be played.

The class was begun with certain dance bands such as those of Guy Lombardo, Alec Templeton, and Fred Waring. The members of the class were told to think of each selection as having three parts: the introduction, middle part, and the ending, and to express their opinions or criticisms of each part. A notebook containing the name of the composition, the orchestra, and criticisms is required. Comments such as the following may be found: "Sunrise, Serenade"—first part: very harmonious; second part: very good; third part: good melody. "South of the Border"—first: very swingful; second: very striking; third: lots of harmony and melody. "Smoke Gets in Your Eyes"—smooth. "Mr. Bach Goes to Town"—some swing, just enough to make it nice.

After listening first to the entire record

(the class writing these brief notes) it is again played, and certain instruments are discovered and recognized, the tone color, and certain combinations of instruments noted. Sometimes several arrangements of the same composition are played and compared.

After listening to several of these popular dance bands, Mr. Harley introduces a semi-classical or classical number played by a well known symphony orchestra. In some of the notebooks I found that "Finlandia" was preferred to "Little Brown Jug."

In this way students who have had little contact with music are gradually "exposed" to the better things in music, proceeding from the "known to the unknown" step by step. Popular music is merely familiar music. Shall we then say that if Benny Goodman and Kay Kyser's bands featured the Haydn and the Beethoven symphonies, that they, too, would become "popular music"? Here they are learning something of the structure of the various musical forms, styles of different composers, something of their lives and environment and habits in order to get the most enjoyment from the music to which they listen. And the important thing about this is that these children would otherwise be merely with their "books" in a crowded room. The problem in music education today is not how to guide the talented one but how to bring music into the lives of the many.

Strange to say (but perhaps not so strange), when "Au Clair de la Lune" was played, there was as much interest in listening as when they heard "The Perfect Song."

Later, in this class of experimentation, Mr. Harley plans to provide it with mimeographed copies of the words to the recordings and to have the class sing with the orchestra accompaniment. "The Little Red Fox" was sung with much enthusiasm by these students, who are not members of any of the performing groups of the school.

Another interesting feature of this orientation idea in music at this school is that part of a civics class (freshman) in which one-half hour each week is devoted to the singing of school songs. One can readily see what an advantage this is to assembly singing and the singing of pep songs on the athletic field.

Thus, in this school, music is being recognized more and more as a recreational-educational device; it is made a service for the school rather than a separate unit—music as a better way of teaching something else: emotional control, experience, developing interest in other things; there is not so much emphasis upon musical production (in which only a few can participate) as upon music consumption by the many other students who have no other contact with music. If these be the real aims of music education in the public schools, then should we not find some phase of music for each child in every school—whether it is

the a capella choir, the orchestra, band, glee clubs, music appreciation classes, music clubs, piano classes, harmonica bands, making instruments, drum and bugle corps, or a whistling class?

(Note: This article would be incomplete without mention of the successful organizations for the regular music students of Maine Township High. Here we find a junior a capella, senior a capella, orchestra, and band. There are also orchestra and band classes for beginners.)

Central High Beautifies Its Campus

JORDAN TAXON

It is one thing for a school to publish its extra-curricular successes on paper, but it is another thing to find each student not only aware of but actively interested and co-operative in those successes. Similarly, it is not uncommon to find the students of a given school proud of the services of their extra-curricular activities, but it is rare when the community shares their enthusiasm, especially when not all the activities in question are related to music or athletics. Hence Central High School of Memphis, Tennessee, is doubly proud. Not only are the students successful in their extra-curricular activities, but also the artificial stimulation of external publicity is minor to the grapevine enthusiasm which permeates the community through the medium of the 1800 co-workers which make up the student body.


Much has been said and written about student government, athletics, and music. Thus, it is particularly unique and interesting to retrace the evolution of a specific extra-curricular service activity whose broad scope and appeal are less common.

Back in 1909 when Central High was built, it was discovered after all was said and done that no plans were included for landscaping.

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Hence, the walks were completed to specifications three-fourths of a foot higher than the surrounding rock and lime soil. The principal was alert enough to employ the construction of a nearby house to advantage by requesting the dirt excavated from the basement. Students fell to with shovel and hoe, and behold, the level of the school grounds was raised to that of the walks!

Obviously, the problem of planting grass, shrubs, trees, etc. was not to be solved so easily once and for all. In the first place, all such plants are costly. Then, secondly, unlike the soil in which they flourish, grass and shrubs have an ungrateful habit of dying when trampled by careless children at play.

Sensing the problem, several teachers interested in gardening got together and organized themselves loosely into a sort of faculty advisory board, now known as the Garden Club. The student government was called upon to co-operate, and the result was a carefully worked out long-time program of campus improvement drawn up by a local landscape architect.

Then came the task of raising funds. The local fire-prevention council was urging that all attics and basements be cleared of useless rubbish and fire hazards. And, herein lay the germ of the solution—an annual magazine drive, magazines collected not from irate neighbors of sensitive student solicitors, but from the students' own homes. The success has been almost unbelievable. Incoming freshmen have found a new school allegiance through their individual contributions toward the magazine drive at the beginning of the school year. A sense of comradeship has been brought to life in the home rooms, as each strives to fulfil its quota first. Then, there are prizes—stickers, publicity, and the honor of dedicating a tree for the home room bringing in the largest number of magazines. And now lately, a new source of income has developed. A system of nominal collective home room dues has been instituted, all of which appears to have practically solved the problem of finance.

Has it worked? The athletic department boasts of the city championship. The military department boasts of corps honors. The music department boasts of its successful operettas. And, the entire student body proudly boasts of their beautifully developing campus and the \$2,000 or more they have invested so far

in its realization. Why is it that the more the individual students participate in the beautification of a school campus, the less are the problems of preserving the grass, shrubbery, and flowers from careless destruction?

The Garden

ARNOLD BETHKE

Successfully combining extra-curricular activity with regular classroom work was the achievement of Miss Susan J. Weber of the Opportunity School, Green Bay, Wisconsin. Her problem was to choose with those interested pupils of her class an extra-curricular activity which would be interesting and purposeful, carry over into the home life of the children, and yet provide a maximum of problematic situations requiring the use of tool skills. A vegetable garden was the answer, for it was ideally suited to these purposes.

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Failing to obtain the use of a piece of land elsewhere, the group asked Miss Weber to give them the use of her back yard for the garden. Questions of soil preparation, fertilization, seeding, cultivation, insect control, harvesting, and the preservation of the produce were discussed and studied both in the classroom as part of the social and natural science work and in the realistic setting of the garden itself. Pertinent problems in linear, dry, and liquid measure, calendar and temporal facts, and the uses of money were understood by the pupils as dynamic and concrete challenges, rather than abstractions to be memorized for arithmetic.

Since the school is a small, departmentalized unit, the pupils remain under the guidance of the same teachers for several years. Thus, the pupils engaging in gardening can work with their sponsor for a fairly long period of time. Actual work in the garden was done mainly after school, although occasionally pupils were allowed time from early morning or late afternoon classes in which to complete some necessary work. The garden occupied the active interests of the group from springtime until late fall. Care was given the garden through the summer by pupils who lived nearby.

The garden was successful when appraised in light of the valuable, concrete, learning situations (involving many of the basic needs of pupils) which it offered and in the development of permanent interests. On the spring visits to the pupils' homes, it was found that those interested in the school garden had planted either a vegetable or flower garden of their own. The use of the vegetables in the free, hot soups served each day by the home economics department to augment the lunches of the children was another evidence of the value of the garden; or, as might be said, "the proof of the pudding was in the eating."

Creative Writing Course

BETTY GRADY

A new idea was developed by one of the professors of a large middle western university last summer during the summer session. This idea was a course in creative writing, open to all students whether or not they had had any previous experience in the field of writing. The professor based his idea on the angle that everyone whether he believes it or not, can write and what is more can write to sell.

His entire philosophy of becoming a writer was enshrined in these two requirements: observe all people as often as possible and learn the meaning of words. To the average person, the art of observing others is entirely unknown. But try it sometime—one learns a great deal from it. Watch everything about the other person, how he eats, what he wears,

how he uses his hands and feet, how he speaks. Gradually you will learn how that person thinks.


When you learn the workings of another's mind, you are on the way to true characterization for that, after all, is what good writing is; putting yourself in the other fellow's boots and then seeing how you act in his boots. If you don't believe it, try it tomorrow. The professor also suggested that we keep little pads of notebook paper in our pockets to enable us to better check up on our victims. Watch out! We may be after you some day, and then who knows? You may see yourself in print. Do you think you'd recognize yourself? I for one don't believe so because we never see ourselves as others see us.

Then last of all, if you would write, learn the true meanings of words, new ones and old. Be able to think of five words all meaning the same thing, identically the same thing, and you are on the right track. I recommend Roget's "Thesaurus" if you haven't already used it.

The secret lies in the fact that several of our classmates really published some things and got paid for it. Which only goes to prove that the professor was right when he said, "Everyone can write, and what is more can sell too; but first of all you must believe in yourself." Do you?

"I hope educators will not make the mistake of assuming that education is *for* democracy. In reality, education of the highest type is democracy because individual development or growth can only take place in a free society."
—Edward C. Lindeman.

"Literature is a great staff, but a sorry crutch."—Sir Walter Scott.



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Stunts and Program Material

MARY M. BAIR, *Department Editor*

Short Shorts

Tell about Candlemas Day (February 2nd), then relate the superstition concerning this day and weather predictions. Old customs and rhymes should be given together with a display of various types of calendars, almanacs, and weather maps. Give a prize for the oldest or most unique calendar brought for the display.

Let the journalism department give a Horace Greeley program. Such a project could show journalism as it was during the life of Greeley, then portray the modern trends of journalism.

A novel program for Leap Year would be a Sadie Hawkins assembly. A series of Little Abner funnies, but with real people.

Be sure to remember James Russell Lowell and Sidney Lanier in your February program.

Observe National Drama Week, February 4th to 11th. Victor Hugo, French novelist and dramatist, David Garric and Sir Henry Irving, English actors, each have February birthdays. If you can observe but one day of National Drama Week, then arrange your program to include something from the work of each of these three men.

For other programs: Modern trends in drama and the theatre; the basic types of drama with excerpts from plays to show the difference in these types; the close relationship of the work between dramatist, actor, and scene artist; a puppet show; an exhibit of stage models; a costume parade; scenes from well-known plays; drama of other countries; ancient and modern pantomime; one skit of creative dramatics and some scenes from Shakespeare's plays.

The restoration of one of the most memorable spots in the world, New Salem Hill, Lincoln's home in young manhood, is an interesting story. Procure post card pictures of the old water mill on the Sangamon River, the log houses and the log tavern, then tell how these have been restored in replica. Paint a word picture of New Salem Hill as it stands today, a shrine, an altar of memory for the American people who come by the thousands to visit it and the acres of state park which surround it.

Encourage research concerning, "Vital Firsts in the Progress of America." Give a prize to those individuals or groups submitting subjects, together with outline for program presentation in narrative, impersona-

tion, or pantomime relative to the most interesting "firsts" in the history of America.

To foster an interest in this type of entertainment, procure the "1940 School Calendar" from the American Book Company. This calendar is distributed free of charge and contains pictures with information concerning the following "firsts": the first steam boat to go from Pittsburgh to New Orleans; the first express business in 1839; the first warship authorized by Congress in 1794; the first newspaper to be published regularly in this country; founding of the first English-speaking settlement; first coast to coast train; first women's rights meeting; the first national census; the first stage coach service between the Mississippi and the Pacific; the opening of the Erie Canal; the first constitution of government (the Compact) and the first locomotive built in America.

A Valentine Assembly

Long ago, in the days of the goose quill pen, there began a custom of composing valentines for February 14th. Much ridicule has been given those hand-made missives of more than 200 years ago, yet the custom prevails, and there is a persistence of certain symbols. The valentine cannot escape hearts and flowers and cupids; in the changing phrase and print there still remains that old refrain: "I am thine, please be mine."

Follow the valentine from its first exercise in ink and paper, through its straw and satin stage to its machine-made present form, and you will find each reflecting something of the contemporary taste and manners. An interesting hour can be spent in narration, exhibition and impersonations from the time when the valentine was a luxury for the few, to the present St. Valentine's day, calling for 90,000,000 cards which run the gamut of tastes from the flippant to the saccharine. Be sure that your narrative includes information concerning the millions of boxed flowers and candies, then add some 200,000 valentine telegrams at 25 cents each with words by Western Union wired anywhere in the United States.

You will find much interesting and educational material between the subtle message: (in the bill of a pen scrolled dove) "Dear little bird, greet my beloved a thousand times," and the "Don't write—Telegraph" message of today.

For a light but "hearty" conclusion to your valentine program, have a student represent

a doctor who has been called in to diagnose the ailments of students who have found it necessary to visit a clinic.

The boys and girls to be examined are seated against the wall from down to up stage at either side. The doctor lectures to the audience, telling that he shall first test the eyes of the patients. A row of four large hearts has been drawn on the wall upstage and each heart has one word in print large enough to be read by the audience. These words are: sweet, warm, faint, and broken. As a patient comes up for the eye test he is handed a small bow and arrow, then he is instructed to test his eyes by the dictates of his heart. The patient then takes aim, if the arrow strikes no heart, this person is given up as "heartless." Being thus, he is doomed to die; and since more time cannot be wasted upon him, he is dismissed. If the arrow strikes any one of the hearts, then the audience is treated to the doctor's opinion of the case. The sweet hearted, warm hearted, faint hearted, and the broken hearted each afford material for a humorous lecture, especially if much local interest concerning this patient is included in the lecture.

Next, the powers of concentration are tested. Each patient is given a piece of coarse string tied in twelve knots; in the last knot is a tiny note from which the doctor takes his cue for his lecture. The patients are instructed to untie these knots and as each is untied, the patient must repeat the old rhyme: (one line for each knot)

"One I love—two I love,
Three I love I say,
Four I love with all my heart,
And five I cast away.
Six she loves, seven he loves,
Eight they both love.
Nine he comes, ten he tarries,
Eleven he courts, and twelve he marries."

These "patients" make a most ludicrous picture as they sit, bent over, untying knots and each repeating some different line of the old sentimental love charm. But let one succeed in reaching the note in the twelfth knot, all action must cease until the doctor has given his lecture.

These notes should be so composed that the doctor will be given opportunity to bring out all possible bits of school and local interest concerning the patient.

Washington and the World of Tomorrow

The New York World's Fair was planned in commemoration of the 150th anniversary of Washington's inauguration. Plan your Washington's birthday program around the varied interests as shown in the World of Tomorrow, and though such a program may

be dedicated to history and glory, it can be one of practical anticipation and hope. Start then with a description of one feature of Constitution Hall, that feature, the group of heroic statues symbolizing the Four Freedoms—freedom of religion, of assembly, of the press, and of speech. Assign this part of the program to a class in civil government and have them follow with an impersonation of Washington taking the oath of office, April 30, 1789.

From there on, the program may be built as follows: This Machine Age, machines as ministers to man. In each of the episodes use a quotation by some outstanding person who has been influential in the scene being portrayed. For the machine age there is Henry Ford: "Though multitudes are unaware of it, inventive genius keeps pace with human needs. There is no stopping it. It is instinct in man's nature."

The Goal of Science—science in the service of mankind; tell of the focal exhibit on medicine and health; quote from Arthur H. Compton: "One thing we can be sure: new knowledge will come and our lives will require further adjustments. The storehouse of Nature's secrets has only been touched."

A New Day for the Farm—grain for the city's bread, milk for the city's children, tilling the fields. Quote from Henry Wallace: "We need to discover the social machinery that will make farm production a continuous blessing to farmers and consumers."

Labor, America's vast manpower—labor in the plant, in the laboratory, in the field. Quote

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from Francis Perkins: "No perfect system is arrived at overnight. But many of us will live to see American labor take and maintain its new status in society."

Radio, might of the speeding world—power of communications, symbols of the past and promise of the future. Quote from David Sarnoff, President, Radio Corporation of America: "The means are at hand for a new era in human relationships, the human will and ingenuity to utilize them for the lasting benefit of mankind must be forthcoming."

Wheels, keels, and wings, with a description of the maritime building, architectural symbol of transportation. Quote from Charles E. Kettering, Vice-President in charge of research, General Motors Corporation: "We are beginning to learn, but there is a long road ahead for the wheels we are so proud of today."

World of Undying Hope—the foreign government section of the Fair. Quote from Anne McCormick: "The world's peoples are a human community anxious above all things to get on in the business of building a richer life and a better world."

Foundations of the Nation—goal of democracy—"The Victories of Peace." Quote from Arthur Krock, Chief Washington Correspondent, New York Times: "The fabric of federalism will be used as a translucent canopy, not as the material of fascist tunics—black, silver, and brown."

Our Varied but United States—the American State in its relation to the Federal Government. Quote from William Allen White: "The states are a fortress of our folkways and the pioneers of our political change. They are our nation and they shall continue so to be."

The City of Tomorrow—relief from strain and disorder. Quote from Robert Moses, Commissioner of Parks, New York City: "A Rip Van Winkle returning to New York twenty or fifty years hence would be astonished at the changes, but he wouldn't be lost."

Life's Challenge, community interests, with a description of the mural representing "The Upward Conquest of Man." Quote from Dorothy Canfield: "To recapture the moral vitamins of the certainty of being useful we must make a choice of what we shall do, of our own accord, with free time."

Faith and the Groping Man—a tribute to faith, education, and art in the service of religion. Quote from Harry Emerson Fosdick:

"Religion tomorrow will be different from religion yesterday and today. But men cannot escape awareness of a life greater than his own."

Building a Better Society—Builders of the Future. Quote William F. Ogburn, Professor of Sociology, University of Chicago: "We are still moving ahead—we may look forward to an even greater social advance during much of the twentieth century than occurred in the nineteenth."

Vital Education, Foundation of Democracy—the School. Quote Robert M. Hutchins: "We must rely on education because it is the only hope we have, but we must recognize its limitations, too. Education is not a panacea."

Woman's Role and Tomorrow's Child. Quote Virginia Gildersleeve, Dean, Barnard College: "Women are going to be driven more and more, in the world of tomorrow, to play a part in public affairs in the long effort to make the world safe for home." And from Katherine F. Lenroot, U. S. Department of Labor: "A chance to share in the economic life of the nation under just such conditions is one of the most important things we must provide for the coming generation."

The Power of the Theatre—Potent Drama. Quote Brooks Atkinson, drama critic, New York Times: "Although totalitarian governments suffer fools gladly, they fear artists; the free theatre is now one of the lingering treasures of democracy."

Soaring Music—the Cultural Standing of a People. Quote Serge Koussevitzky, Conductor, Boston Symphony Orchestra: "Music of the future will recover its spiritual and humanitarian meaning, which today has been considerably lost."

Art That Lives. Quote W. H. Valentiner, Director of the Detroit Institute of Arts: "We stand at the beginning of an era. The rise of the fantastic in art is a manifestation of the rise of the spiritual and even mystic powers in our time and social change."

(Note: The above mentioned subjects could each be given a few moments time in a pageant, or a series of programs could be planned by different departments within the school and each subject expanded as an individual program.)

"The person who sings his own praises is quite likely to be a soloist."

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Parties for the Season

EDNA E. VON BERGE,

Department Editor

SOME FEBRUARY GAMES

George Washington's Cherry Tree

At any February party, George Washington's tree may yield the refreshments. Tie these fruits on a lateral branch of any small-leaved artificial tree. Then let the children "chop off" their favorite fruits with pairs of scissors. Use decorations as follows:

Oranges, small, black-threaded with raisin at end to prevent dropping. Grotesque faces are inked in, or the skin cut out and cut places colored.

Bananas, long-faced, mournful and sad, inked in on the skins.

Cherries, maraschino, strung on toothpicks, threaded, and swinging on the branches.

Apples, small, dipped in candy syrup and dried.

Red Plums for bodies of little men, Grape heads and toothpick limbs.

English Walnuts, silvered and gilded, the unseen black thread fastened to one end by sealing wax.

Peanuts, tied in bunches like grapes—a showery fruit.

Cloved Apples, prepared several days ahead, for the flavor to permeate.

Cranberry strings, and Popcorn streamers add grace and lightness to the more heavy effect.

Biography of the God of Love

*The whole world loves Dan Cupid
And possibly you know
Some more about his arts besides
His arrows and his bow.*

1. Who was his mother? Venus, Goddess of Love.
2. Whom did he love? Psyche.
3. Which of the five senses did he lack? Sight.
4. Who is his chief helper? St. Valentine.
5. What is his given name? Dan.
6. What is his favorite flower? Tulips.
7. Who mostly does his work? The postman.
8. What are his favorite birds? Doves.
9. What's his favorite fruit? Pairs.
10. What's his favorite candy? Dates.
11. What is his chief arithmetic problem? One plus one equals two.
12. What is his home? Lover's Lane.
13. What is he called in pictures? The young archer.
14. What is his weapon? The dart.
15. Where does he always aim? The heart.

16. When he hits his mark, what happens? He Mrs. it.
17. What pronouns does he use most? You and I.
18. On what holiday do we celebrate his fame? Valentine's Day.

To the person writing the nearest correct list of answers, you may award a heart-shaped box of candy, or a colonial corsage bouquet.

A Game for February 14

For a school party, this list of scrambled words can be written on slips of paper, and the one getting them correctly straightened out first (in a limited time) wins a Valentine box of candy.

These nouns have to do with Valentine's Day:

ipudc	Cupid
reskeratbareh	heartbreakers
neslevaitn	Valentines
stewasteher	sweethearts
wolesfr	flowers
dynca	candy
smicoc	comics
irestap	parties
mercona	romance
erismeom	memories

Telegrams

JULIETTE FRAZIER

Distribute pencils and paper and have each player in succession name a letter of the alphabet until there are ten letters. Instruct the players to write these on paper as they are given. Then they are to compose a telegram of ten words. The ten words are to begin with the letters in the order given. For instance, S A Q T L N K M B E could be written thus: SEND ARNICA QUICKLY TELL LUCY NOTHING KITTEN MUTILATED BY EXPRESSMAN. The telegrams are to be read aloud. A stick of candy, an apple or an orange may be given to the person who is clever enough to write the most striking telegram.

A Ground-Hog Party

Invitations

The invitations will give the first suggestion of the party so they should be decorated with graceful silhouettes or a sketch of a pert little ground-hog peering from a hollow log or from a hole in the ground. The following informal verse is suggested:

When from his deep dark hole under a log,
Cautiously peers little Mister Ground-hog,
To greet the early Spring weather,
Let all good friends get together.
There'll be heaps of fun before the finish
And many shadows'll be diminished.
Come to (place) and don't be late!
On (the day), the hour is eight.

(Committee)

Decorations should carry the artistic idea of shadows and the humorous suggestion of lazy little ground-hog. A most pleasing combination.

Decorate the light fixtures with white tarlatan, or any soft pastel shades, on which graceful silhouettes have been applied. These figures may be cut from black paper or may be purchased from a novelty store where ten or twelve figures are combined in one package.

In the hall a light may be placed on the floor and the overhead lights turned off, so that the guests may see their long shadows thrown on the wall as soon as they arrive.

The reception committee may wear black costumes with white applique figures or white costumes with black silhouette figures on them.

Guessing the Shadows

Several persons should be selected to sketch the profile of each guest and cut the sketch from the paper on which it has been

marked. Pin the profile on the wall and ask the guests to guess whose silhouette is before them. The one guessing the greatest number is awarded a prize.

Chuckling the Wood

The guests are counted out—Black, Brown; Black, Brown—until each guest has been given a name. The "Blacks" go to one room and the "Browns" to another.

Twelve baskets are placed in a row and each basket is to represent a month of the year. Chips or sticks, which is supposed to be "wood," are to be thrown into the basket. At a signal the leader of the "Blacks" and the leader of the "Browns" each carries twelve "woods" which he "chucks" into the twelve baskets.

The second in line follows the leader and takes the twelve pieces of wood from the baskets and carries them back to the starting point and hands them to the next person in line, who is followed by a person taking the "wood" from the basket, and the race continues until one side has put in and taken out all of the wood and returned it to the starting point. The "wood" must be of one color for the "Browns" and of another for the "Blacks" and each side must carry their own color and not touch the "wood" belonging to the other side. This is a lively "mixer."

Arrange the Sentence

The words, "See—my—shadow—at—my—



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FIFTY-SQUARE-INCH CUTS				
\$4.33	\$4.35	\$4.95	\$5.05	8.50
ONE HUNDRED-SQUARE INCH CUTS				
\$6.70	\$6.75	\$7.35	\$7.40	\$13.00

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door, Back—to—sleep—for—six—weeks—more," are written on slips of paper and with blank slips are given to the guests. Those who draw the words must arrange themselves in order to present the slogan. The group must sing a "sleepy" song.

Little Mister Ground-Hog

Each guest is given a pencil and a slip of paper and requested to draw a picture of a ground-hog or something which suggests a ground-hog. A small prize may be given for the most realistic one.

Partners by Auction

The young ladies may cast their shadow on the wall and the men may bid for them. The highest bidder gets the shadow. The auctioneer may introduce much merriment in this part of the program. If the entertainment is not a money-making one, instead of bidding the men may take turns and guess the identity of the shadows.

Table Decorations

In the dining room the shadow suggestion may be made most effective by dim lights, and shadows thrown about on the walls and ceiling.

In the center of the table, a pile of stones, on a bit of soft green moss, will be the place to present the central theme of the party—Little Mister Ground-hog. A clever little figure may be made from brown crepe paper and marked with crayons.

The table may be covered with a white cloth over which a white or soft green tarlatan cover is spread and the tarlatan spread will be decorated with many silhouettes.

The center light above the table may be draped with tarlatan to match the table and carry the shadow idea in the decoration of silhouettes.

The Favors

The favors may be tiny boxes of candy decorated with silhouettes and the place cards may be silhouettes of dancing figures standing in place.

If comedy is suggested, use candy wrapped in paper and tied to represent links of sausage—"ground hog"—may be the favors.

Refreshments

To make this party a decided novelty and different from other parties, the refreshments should be hot waffles, served with maple syrup and "ground hog" (sausage). Hot coffee and chocolate wafers.

"Either I will find a way, or I will make one."—Sir Philip Sidney.

"It is better by a noble boldness to run the risk of being subject to half of the evils we anticipate, than to remain in cowardly listlessness for fear of what may happen."—Herodotus.



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ORIGINAL PLANS AND THEMES

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| <input type="checkbox"/> Hearts and Flowers | <input type="checkbox"/> World of Tomorrow | |
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New Helps

● **FOOTBALL FABLES**, by Stan W. Carlson. Published by the author, 1939. 159 pages.

As the title indicates, this is a book of stories of the sport on the gridiron. Some of the "fables" are indeed old, but many are new ones that the author has picked up in recent years. These stories will serve the purpose of the coach who needs to entertain his players with stories not off the subject. They offer help to the after dinner speaker, and they are just plain good reading for the person who knows and enjoys football.

● **DANCES OF OUR PIONEERS**, collected by Grace L. Ryan. Published by A. S. Barnes and Company, 1939. 196 pages.

Country dances are coming back. More and more they are becoming a part of programs and parties. In this book are descriptions of old time dances, together with the "calls" and music. They include reels, jigs, hornpipes, quadrilles, polkas, galops, and schottisches. These dances are suitable to people of all ages. For dances for which music is not given, information is given as to where it can be obtained on phonograph records.

● **SAFETY EVERY DAY**, by Herbert J. Stack and Esther Z. Schwartz. Published by Noble and Noble, 1939. 128 pages.

Here is a new supplementary reader for primary grades that will aid in promoting safety and in preventing the loss of life through accidents. The authors have included in it the essential elements of safety in everyday life of the pupil. The stories are child-centered, the approach is simple, and the chapters cover activities appropriate to each month of the year. The illustrations are actual photographs showing real children doing real things in a real way. Exercises have been designed to provide situations and activities that can be applied and practiced.

● **TRAILS TO SELF-DIRECTION and GROUP GUIDANCE IN THE HIGH SCHOOL**, by Margaret E. Bennett and Harold C. Hand. Published by McGraw-Hill Book Company, Inc., 1939.

TRAILS TO SELF-DIRECTION, Series 1, 2, and 3 (144, 64, and 48 pages, respectively) are inexpensive, printed charts of the workbook type, perforated and ring-punched for notebook use, and are designed to accompany Bennett and Hand's three guidance books, **SCHOOL AND LIFE**, **DESIGNS FOR PERSONALITY**, and **BEYOND HIGH SCHOOL**. These booklets are interesting, detailed, and

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GROUP GUIDANCE IN HIGH SCHOOLS (111 pages) is a teacher's manual. It is composed of pertinent chapter-by-chapter suggestions for using the three guidance books mentioned above and the accompanying **TRAILS TO SELF-DIRECTION** series. An excellent bibliography is included.

This seven-book set provides a complete and well-co-ordinated guidance program for the high school years.

Democracy and Extra-Curricular Activities

(Continued from page 257)

racy is the best preparation for membership in it. If the school is so organized and administered that the student has opportunities and responsibilities somewhat similar in a small way to those he will have later as a grown-up citizen, he will be better able to meet and discharge these responsibilities.¹² Such is the function of the home room in the extra-curricular program of the junior high school.

In conclusion permit me to say that we cannot expect our democracy to keep on going from the impetus given it by the Revolution of 1776 and the Constitution of 1787. It is the duty of all instructive agencies, the home, the church, the press, the radio, the theater and the school to reinterpret, redefine, redirect, and re-emphasize the blessings of democracy.

If this does not take place the political termites and bores that have already infected our political foundations will hollow our democratic government to a shell which in some time of stress will crumble, all economic life will then be regimented under an authority of force and the term "democracy" will have become a passing shibboleth.

The best insecticide against such a catastrophe is a constructive program of civic training rightly administered in the schools of our land. The extra-curricular activities program offers the school its best opportunity.

- 1 Caswell, H. L. and Campbell, D. S., "Curriculum Development," 24-37.
- 2 McKown, Harry C., "Extracurricular Activities," 9.
- 3 Collings, Ellsworth, "An Experiment with a Project Curriculum," Preface.
- 4 McKown, Harry C., "Extracurricular Activities," 12.
- 5 Fretwell, E. K., "Extracurricular Activities in Secondary Schools," 31-32.
- 6 Roemer, Joseph, Allen Chas. F., and Yarnell, Dorothy A., "Basic Student Activities," 14-24.
- 7 Proctor, William M. and Ricciardi, Nicholas, "The Junior High School," 226.
- 8 McKown, Harry C., "Home Room Guidance," 10.
- 9 Ibid, 40.
- 10 Ibid, 41-42.
- 11 Tindal, Emma V., Thomas and Myers, Jessie D., "Junior High School Life," 92-109.
- 12 McKown, Harry C., "Extracurricular Activities," 1930 Ed., 5.

THE EXCEPTION

"You can take it as an elementary conception that when an article is sold, it goes to the buyer," said Mr. Winter in the economics class.

"With the exception of coal," chirped the bright senior.

"And why coal?" asked Mr. Winter.

"When that's bought, it goes to the cellar."

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